

# **Analysis and recommendations for the communication's strategy and channels of CHIC.**

**Bachelor Project submitted for the degree of  
Bachelor of Science HES in International Business Management**

by

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# Declaration

This Bachelor Project is submitted as part of the final examination requirements of the Haute école de gestion de Genève, for the Bachelor of Science HES-SO in International Business Management.

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Geneva, August 23<sup>rd</sup> 2019

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# Executive Summary

The 2019 edition of the China Hardware Innovation Camp (CHIC), in which the author is representing the Geneva School of Business Administration, has seen a growth in the number of teams which raised managerial and promotional questions. The importance to address the communication side of CHIC has grown since the ultimate objective of its founders, Marc Laperrouza and Marius Aeberli, is to scale and deploy it more extensively with an innovative form of open education – Open.CHIC. But, its development is limited by the lack of critical resources (human and time), and the need to address the current CHIC's communication to improve, adapt and then replicate it to Open.CHIC.

This report aims to analyze the current state of the communication strategy of CHIC, evaluate its communication channels, and assess how its partners communicate about it. The report also seeks to determine the potential of taking advantage of CHIC's networks to promote the program. The insights and data gathered were confronted with representatives of HES-SO's institutions, students, and CHIC's staff's perspective. It aimed to redefine the goals, opportunities, and barriers to implement a more efficient communication strategy.

The various recommendations took into account the issues of resources as well as respecting the main objectives of the staff, i.e., to protect CHIC's core, and they sought to valorize the program. Finally, that chapter questioned the recommendations' application to Open.CHIC.

To protect CHIC's core and image from any communication risks and to ease CHIC staff's workload, it is recommended to structure and enforce rules and guidelines in the different institutions. These suggestions aim to give more structured autonomy to the various institutions.

The promotion and valorization of CHIC should be based on its values and learning outcomes. A digital communication strategy should be developed, tested, and then adapted to the deployment of Open.CHIC. Social media should be enhanced, and the participation of students in the content creation strengthened, with the integration of a communication and marketing's aspect in the program. A content plan's draft is finally proposed to serve as the basis for the development of a communication strategy.

Finally, the suggestions were confronted with Open.CHIC. Many questions arise regarding its development, its implementation in the institutions instead of CHIC's current form, and the necessity to promote it.

The different recommendations tried to address CHIC's lack of resources with simple actions to put in place. The various suggestions would require some time-investment to be created and implemented in the short-term. But in the long-term, these resources would ease the staff's workload, protect them, and allow them to focus more on the core of CHIC and the development of Open.CHIC.

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## Abbreviation and Acronyms

CHIC	China Hardware Innovation Camps
HEG-GE	Haute Ecole de Gestion de Genève – School of Business of Geneva
HEAD	Haute École d'Art et de Design Genève – School of Art and Design of Geneva
HEPIA	Haute École du Paysage, d'Ingénierie et d'Architecture de Genève - School of Landscape, Engineering and Architecture of Geneva
EPFL	École Polytechnique Fédérale de Lausanne – Federal Institute of Technology of Lausanne
ECAL	École Cantonale d'Art de Lausanne – Cantonal Art School Lausanne
UNIL	Université de Lausanne – University of Lausanne
HEC	Hautes Études de Commerce – School of Business in Lausanne University
HEIG-VD	Haute École d'Ingénierie et de Gestion du Canton de Vaud – School of Engineering and Business of Canton de Vaud
HEIA-FR	Haute École d'Ingénierie et d'Architecture de Fribourg – School of Engineering and Architecture of Fribourg
HEG-FR	Haute École de Gestion de Fribourg – School of Business in Fribourg
ESP	École Supérieure Polytechnique Dakar - Polytechnic School of Dakar
SUPSI	Scuola Universitaria Professionale della Svizzera Italiana – Professional University of Ticino.
USI	Università della Svizzera Italiana – University of Ticino
HES-SO	Haute École Spécialisé Suisse Occidentale – University of Applied Sciences Western Switzerland
KPIs	Key Performance Indicators
SBU	Strategic Business Unit
FB	Facebook
GA	Google Analytics
SEO	Search Engine Optimization
CTA	Call-to-Action

# 1. Introduction

The 2019 edition of the China Hardware Innovation Camp (CHIC), in which the author is representing the Geneva University of Applied Sciences' (HES-SO) School of Business Administration (HEG), has seen a growth in the number of teams. The program attracted the interest of various Swiss Institutions as well as the international ones. The participants were asked to produce more digital content on the multiple CHIC's channels than in the previous years. Communication and marketing's importance is also growing in every form of organization. It is also becoming an essential side of CHIC's learning objectives and would be even more necessary in the development of new projects run by Marc Laperrouza and Marius Aeberli, such as Open.CHIC, Prototyping World or Inssinc.

This paper analyzes the current CHIC's communication's strategy and channels. It provides recommendations to improve their efficiency and reach as well as it drafts the basis of a content plan and strategy that could be applied to the development of Open.CHIC.

The introduction will start with a brief presentation of CHIC, its ecosystem, stakeholders, and its timeline. The ecosystem and timeline are crucial elements that will impact further analysis. It is then followed by theoretical concepts to understand this paper and the aim and objectives of this report.

## 1.1 **CHIC overview**

CHIC is an interdisciplinary and interuniversity program co-founded and managed by Marc Laperrouza since 2014. The goal of the program is to create teams of students with business, design, and engineering backgrounds to develop a connected device, and then fly to China to manufacture a functional prototype. CHIC started as an EPFL-ECAL-UNIL collaboration and opened to HES-SO Schools in 2016. CHIC is integrated under different forms in each school, and students get a different number of ECTS credits for it. The financing of the program is split between EPFL and HES-SO, and it receives sponsoring from Canton de Vaud and various sponsors.

The CHIC program caught the interest from several institutions, at a national and international level. The CHIC team is thinking about different opportunities and ways to develop the program and its underlying approach. Since 2018, they have been developing other programs with always three core values at the heart of each project:

interdisciplinarity, human-centered design, and prototyping. For instance, they ran a weekend-long workshop in collaboration with Logitech on September 2018, and on February 2019, a camp similar to CHIC, but with a focus on Social Innovation in partnership with a local NGO in Bangalore, India (Inssinc).

### **1.1.1 CHIC ecosystem**

The 2019 CHIC's edition counts seven teams of students from four trios of institutions in Switzerland. The original "triangle" is the EPFL, ECAL, and UNIL that accounts for four teams. In 2016, CHIC opened the program to other universities as a pilot project (previously under the name CHIP – China Hardware Innovation Platform), and HES-SO Genève and Fribourg joined it. The SUPSI and USI also participated in the 2016-2017 edition.

In the 2019 edition, HEPIA, HEAD, and HEG form the Geneva team. HEAI-FR and HEG-FR form the Fribourg team. This year, pushed by the Canton de Vaud, the HEIG-VD also joined the program. And for the first time, in spring 2019, the first international team joined CHIC: the Polytechnical School of Dakar (ESP), in Senegal.

Even if the objective of CHIC is not to create startups, but a learning experience, two previous teams seem to continue the development of their project. Guido (Geneva, edition 2018), and Flowlin (Lausanne, edition 2018) participated in contests and still have a presence online.

In total, there are ten universities enrolled in the program. They represent an extensive network of partnering institutions, have visibility nationally, and at an international level, especially the EPFL that is renowned worldwide.

The financing of the program CHIC is split between the different Cantons, the universities, and various sponsors. EPFL-ECAL-UNIL cover the cost of the staff that is employed by each school, and the Canton de Vaud is the primary sponsor for their teams and the HEIG-VD. For the Geneva and Fribourg team, the trip to China represents the main costs and is covered by each respective regional HES-SO. To complete that, Swissnex is one of the primary sponsors, and, in 2016, CHIC received funds from the foundation Gebert Rűf Stiftung (GRS) to launch CHIP and develop the community platform.

### **1.1.2 CHIC Timeline**

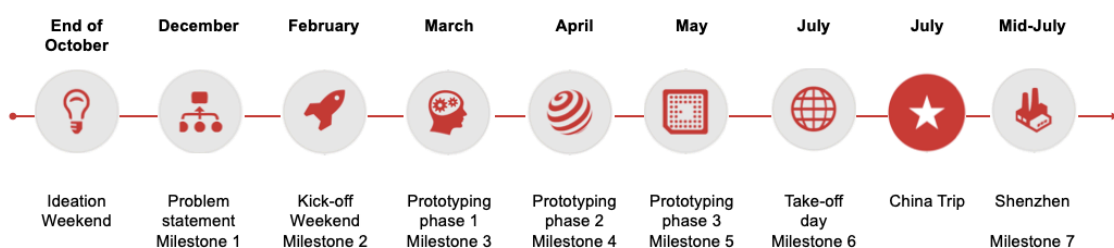
One edition of CHIC lasts for two semesters in most cases, except at EPFL where CHIC is a minor course that goes over three semesters. Most of the students get ECTS credit



for it, and CHIC is integrated as their bachelor thesis project. In most universities, the application process for the students starts in September with a short presentation of the program, and an application file to submit to their supervisors.

The program officially starts with a kick-off workshop at the end of October. Throughout the semester, different workshops are organized, and several milestones are set between the teams and their respective institutions, to make sure of their progress (Figure 1).

**Figure 1 – CHIC's Timeline**



Source: CHIC's Website

This timeline has been designed based on the EPFL-ECAL-UNIL academic calendar. But the other institutions' respective calendars do not necessarily match it, creating disparities between the HES-SO institutions and the Lausanne's universities.

### 1.1.3 CHIC communication tools

Over the years and with its expansion, CHIC diversified its communication channels and tools: its main channel is the website, which has been online since approximately 2015. Its primary purpose is informative and to follow up the team's progress and achievements through the blog. In 2016, thanks to the Gebert R f Stiftung's funding, the website has been updated and the community platform developed. This platform is the first sources of communications and resources for the students. It also serves to create the teams' projects' landing page.

Regarding the social media, CHIC has had a Twitter account since February 2015, Facebook, since July 2017, and Instagram since July 2018. The blog posts written on the website are automatically reposted on Twitter and Facebook. The Instagram page's objective is to follow the teams in a different form and show what they do to the stakeholders and teachers. Plus, CHIC has a private LinkedIn group reserved for the CHIC alumni and a YouTube channel since November 2016. Finally, CHIC does not send any newsletter nor has an email strategy to create a database for future potential

use. The only other permanent online presence of CHIC outside of its owned channels is the course description page on the EPFL website.

## **1.2 Literature review**

Over the years, communication has become an essential element of every business, regardless of their industry or model. Communication and marketing have evolved over the years, and nowadays, digital communication and marketing tools took over the traditional media.

This literature review will set the theoretical concept to understand the analysis of CHIC's current communication strategy and help define the basis of best practices regarding the definition of objectives, KPIs, content plan – in short, the strategic plan for the deployment of Open.CHIC.

“As the environment changes, so businesses must adapt in order to maintain strategic fit between their capabilities and the marketplace” (Jobber, 2010, pp.38). Also, according to Copley (2014, pp. 7), “Whatever the changes that [a business] goes through, marketing should always be strategic in nature and is viewed in the business context as a requirement or even a necessity”. As Jobber (2010) continues, marketing planning is “the process by which businesses analyze the environment and their capabilities, decide upon courses of marketing action and implement those decisions.” But marketing planning is part of strategic planning, that involves all departments and environments of a business. “The aim of strategic planning is to shape and reshape a company so that its business and products continue to meet corporate objectives.” (ibid.)

“But, the nature of companies complicates the understanding of the role of marketing planning. It requires that a business designs an organization with the capabilities to implement a marketing strategy and a marketing plan”. Jobber continues on the implementation of a strategy by stating that it should be part of the development process of a company. But “the limitation of implementation resides and the resources and capabilities of a company to implement [a marketing strategy]. It should, therefore, be an integral part of strategy formulation” (ibid.).

“Because companies' structure is becoming more and more complex and diversified, the allocation of resources to each department, product or unit become more and more complicated. If a company comprised several business units, each of them should be strategically autonomous and thus form a strategic business unit (SBU)” (ibid.). This concept can be applied to CHIC and its structure: the trio EPFL-ECAL-UNIL (original CHIC) being the mother unit, and each team from the different Cantons an SBU.

Following on the subject of marketing planning, Copley mentions the importance of creativity: "Creativity is an important factor in our over-communicated society, especially when developing a position to differentiate products/services." (Copley, 2014, pp.174-175)

He continues by saying that creativity is about finding new and appropriate ideas or directions so that communications problems can be solved. But creativity has to be harnessed and managed. "The communication has to position the product, company or brand for the target audience so that they know what it stands for, what it is for, whom it is for, and why they should be interested in it" (ibid.).

In order to develop a marketing strategy, a marketing plan, and implement it efficiently, Jobber (2010) summarizes this process into six key planning questions:

1. Where are we now?
2. How did we get here?
3. Where are we heading?
4. Where would we like to be?
5. How do we get there?
6. Are we on course?

It may seem easy to answer these questions, but the complexity arises because "businesses are comprised of individuals who may have very differing views on the answers to these questions". Furthermore, Jobber continues by saying that the outcome of the planning process may have fundamental implications for their jobs. "Planning is; therefore, a political activity and vested interests may view it from a narrow departmental view rather than a business-wide perspective" (ibid.).

To answer to Jobber's key planning fundamental questions, he suggests running a systematic examination of a business's marketing environment, objectives, strategies and activities, with a view to identifying key strategic uses, problems, areas and opportunities (ibid.) He continues by stating that a marketing audit provides answers to the first three questions stated above. This audit is a necessary step in the planning process, because according to him, "the results of the marketing audit are a key determinant of the future direction of the business and may give rise to a redefined business mission statement" (ibid.).

In the context of CHIC, its communications tools are mostly digital. It is, therefore, suggested to also perform a Web marketing audit (Marrone, Gallic, 2018. p.62). Marrone and Gallic recommend evaluating the web presence of a business and determine who is

talking about one's business and what the message is, and secondly, to assess the means and tools implemented so far (ibid.) (author's translation).

Since the following steps in the planning decision will require the creation of a content plan and calendar, a content audit should also be part of the global audit.

Muscat (2016) suggests different steps to perform this audit.

- "Find out what content already exists within your company.
- Take a content inventory and identify gaps to fill.
- Replace or remove outdated content.
- Improve the quality of existing content.
- Use content in new and different ways.
- Find out who you can team up with to curate additional content."

Marrone and Gallic (2018, pp. 64-68) propose a simple framework to help define the content strategy, content plan and the message to communicate. They use the "5Ws + 2Hs" method:

- Why – Why does a company communicate a message? What is the purpose of the message and the objective of the company?
- Who – Who is the target of the message?
- What – What is the message to communicate?
- Where – Where are the channels chosen to deliver the message?
- When – When do you publish your content?
- How and How much? – How do you perform your strategy and plan?

To increase the impact of a content plan, Demers (2014) suggests creating "content modules, each with a targeted purpose, that can be used in different ways." He also adds that each module should plug into a clear narrative arc, by building a cohesive user experience and mapping out how the content modules will tell one's company story to its customers (ibid.)

After performing an audit, the next steps are to set goals and objectives in order to change the course of actions and set the basis of a strategy. Besides goals, metrics should also be set in order to measure and track the performance in achieving those goals. Popky (2015) proposes three rules in choosing the right metrics for every type of business:

- "Metrics should be easy to understand and use.
- Metrics should be easily replicated.
- Metrics should provide useful, actionable information that impacts the business."

Popky also advises to "[focus] on value-based metrics" and gather metrics that are meaningful for a business, and tying to key organizational goals (Popky, 2016).

Nowadays, we have access to more and more data and metrics to track and analyze to make smarter strategic decisions. Web analytics can help to answer almost all of Jobber's questions previously cited. Pommeray (2016) adds that web analytics is not an exact science, but it is nevertheless very useful and even necessary to the control of the marketing strategy. The advantage is to be able to compare and evaluate progressions or regressions from one month to another, from one year to another (author's translation).

"Web analytics tools collect and report data on how people interact with your website. Most web analytics software give [...] access to hundreds of standard reports, metrics, and dimensions right out of the box. [...] Web analytics helps businesses make smarter, more informed decisions about their marketing and web presence. This data can be used to improve the user experience, increase the rate at which customers purchase, or drive some other online or offline action" (Leone, 2016)

The main benefits for companies of using an analytics dashboard, according to Pauwels (2014), are:

- "[It] enforces consistency in measures and measurement procedures across department and business units.
- [It] helps monitor performances
- [It] may be used to plan.
- [It] may be used to communicate to important stakeholders.
- [It] offers a great starting point for tough discussion".

Web analytics dashboards collect and track so much data that there remain some precautions to be taken when analyzing the metrics. The main two points to avoid are to "use aggregate data, looking at the data without segmenting them correctly, and secondly "mistaking correlation with causation" because of the large amount of data and variables (Matous, 2015). Matous suggests to "avoid mental shortcuts, focusing on the metrics that really matter to [the] business goals, and communicating those metrics in useful ways."

*"Looking at your numbers carefully and digging into disaggregated data allows you to take much more educated and focused next steps."* (Matous, 2015)

### **1.2.1 Understanding the tools – Google Analytics and Facebook Page Insights**

Google Analytics is one of the most popular free web analytics tools. It collects, processes, summarizes data from a website and the visitors' activities into reports, which

can be used to perform in-depth analysis to understand the customers and their journey on a website better. Google analytics provides five different main report sections:

- Real-time reports – “live” data on what is happening at the given moment on the website.
- Audience reports – give different data about the audience, its characteristics, and the demographic, such as age, location, the technology used, their interests, if there are new visitors or returning, etc.
- Acquisition reports – show which channels the users used to arrive to a website. It can be from social, organic, paid, referral, or other sources of traffic.
- Behavior reports - show how people engaged on a website including which pages they viewed, their landing and exit pages, and whether they interacted with specific elements.
- Conversion reports – it allows tracking website’s goals based on business objectives. (Google, 2019c)

The primary metrics provided in each report by Google are:

- “Sessions” are the total number of sessions for the given date range.
- “Users” are the total number of users that visited for the given date range,
- “Pageviews” are the total number of times pages that included your Analytics tracking code were displayed to users. This includes repeated viewings of a single page by the same user.
- “Pages per session” is the average number of pages viewed during each session. This also includes repeated viewings of a single page.
- “Average session duration” is the average length of a session based on users that visited your site in the selected date range.
- “Bounce rate” is the percentage of users who left after viewing a single page on your site and taking no additional action.
- “Percent of new sessions” is the percentage of sessions in your date range who are new users to your site. (Google, 2019b)

Facebook is one of the biggest social media networks, and it has become crucial for companies to have a presence on this channel. Facebook provides a page manager and analytics tools for companies’ page named Page Insights. It can help a business understand more about the audience engaging with its content and which content, in particular, resonates most with them (Facebook, 2019). Some of the metrics provided by this tool, and that will be interesting in the context of CHIC are:

- Actions on Page: The number of clicks on your Page's contact info and call-to-action button.
- Page views: The number of times that a Page's profile has been viewed by logged-in and logged-out people.
- Post reach: The number of people who had any posts from your Page enter their screen, broken down by total, organic and promotions. This number is an estimate and may not be precise.
- Post engagements: The number of times that people have engaged with your posts through likes, comments and shares and more.

- Page followers: The number of new people who have followed your Page broken down by paid and non-paid. (Facebook, 2019)

### **1.3 Problem statement**

Over time, the CHIC program has grown and evolved. An open/modular CHIC is currently under development by CHIC staff, where all methods, tools, and concepts used during the program are shared. It allows the customization of the program based on learning outcomes. The beta version is already accessible online, and universities can request to introduce it in their programs. There is an objective and wish to develop CHIC and to scale it. One of the significant reasons is to expose more and more students to the "CHIC approach." To make this a reality, the program needs to be adaptable and customizable for every institution (i.e., modular), and not be dependent on a few people only (i.e., institutionalized).

To make the program grow and ease the development of the future Open.CHIC, it will require a communication strategy and communication plan to promote it and deploy it nationally at a broader scale, or internationally. Beforehand, an analysis of where CHIC stands regarding its internal communication strategy and the communication coming from the partners' institutions, is necessary to run. To plan an effective strategy, corrections, and improvement on what is currently undertaken should be made. By improving what is already existing and avoiding communication mistakes, it would be then more accessible to replicate what is working at a more substantial level for Open.CHIC.

Despite being part of a vast network of partners and institutions with high visibility and recognition, CHIC's one is not optimized, not referenced correctly, or sometimes not at all mentioned. Even if it is an academic program with only an educational aim, Marc Laperrouza and Marius Aeberli lost some opportunities to get recognition for CHIC. If the ultimate objective of Marc Laperrouza and Marius Aeberli is to scale and deploy Open.CHIC, a communication and promotion strategy, and plan will be necessary. But presently, their main issue with scaling CHIC is the lack of resources, in particular of human resources. The current staff is not specialized in marketing and communication, and do not have adequate time to manage this side of CHIC. No clear strategy is set regarding the communication's channels and content, nor key performance indicators (KPIs) to monitor or analyze their actions. The growing number of teams and partnering institutions complicate the management of the communication and the follow-up of each team since no rules or structure are put in place regarding CHIC's communication in each region.

## **1.4 Objective of this report**

This report aims to analyze the current state of the communication strategy of CHIC and assesses their 'partners' publications about the program.

Since one of the main limitations to plan an effective communication strategy is the lack of internal resources, taking advantage of 'CHIC's partners' network could seem like an advantage. But what are the limitation and barriers in doing that? Starting by analyzing metrics and data from the Google Analytics and Facebook Page Insights accounts, the analysis focuses on the referral and social acquisition channel reports of CHIC's website. The referral acquisition channel monitors the visitors coming from external websites and links, and therefore, the 'partners' communication. The social analysis tracks the visitors coming from CHIC's social accounts. It will be completed with interviews and qualitative research to understand better the objectives, needs, and limitations of the different CHIC's partners. Recommendations will then be proposed to improve the current communication strategy and to avoid communication risks that could be harmful to CHIC's image and reputation. Rules and guidelines for the students and institutions will be drafted. Finally, it will propose suggestions to plan a communication campaign that could be applied to the deployment of Open.CHIC.

This report's overall goal is, therefore, to ease the workload for the staff, avoid mistakes and risks with their partners, and set the basis to deploy Open.CHIC effectively.



## 2. Analysis

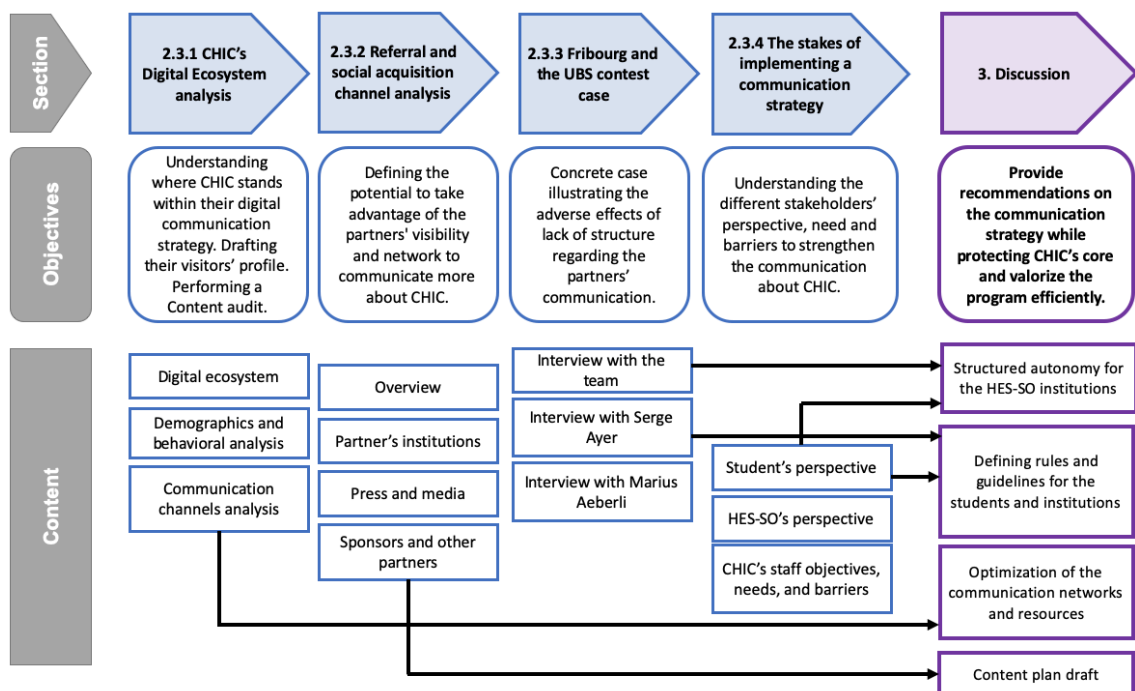
This chapter aims to breakdown and makes sense of the data collected to provide answers to the objectives of this research paper and provide recommendations on the communication strategy.

The analysis chapter contains three main parts. The structure of the argument and objectives of each section are explained in the first one, called the research methodology. The second lists the data collected to perform the analysis that can be found in the appendices at the end of this paper. The last part, the most relevant, is the analysis of the collected data.

### 2.1 Research Methodology:

The argument of this research paper is segmented into five sections, as illustrated in Figure 2. The first four sections are developed in this chapter as part of the Data Analysis. The last part will be discussed in the next chapter.

**Figure 2 – Structure of the argument**



The first section aims to understand CHIC within its digital ecosystem, and where it stands regarding its communication strategy. This part will also provide relevant data to understand their visitors' profile, and thus having metrics to define CHIC and Open.CHIC's targets. This part will also review the content and interactions level that will help to develop a content strategy for CHIC.

The second section focuses on the communication and publication about CHIC from its partners. This part assesses the potential to take advantage of the partners' channels and network to push the communication about CHIC. This part will also review and evaluate if the different partners' publications are providing visibility and traction for CHIC by analyzing the level of reference and backlinking to CHIC.

The third section provides a concrete case illustrating the adverse effects of the lack of structure and guidelines regarding CHIC's partners' communication. This example, Fribourg and the UBS contest, highlights areas of improvements for the institutions and the students communicating on CHIC, and it provides an illustrated example of lack of referencing as highlighted in the previous section.

The fourth section analyzes the different stakeholders' perspectives and the stakes to implement a communication strategy for CHIC. It also highlights the various barriers to implement such a strategy in the HES-SO's institutions, review the needs and objectives for CHIC's staff, and provides insights from students.

Finally, the last chapter will provide recommendations on CHIC's communication strategy. The recommendations consider the needs to protect CHIC's core, its image and reputation as well as valorize the program. Different resources and the draft of a communication plan is created in the chapter 3 *Discussion*.

## **2.2 Data collection:**

To perform this analysis, CHIC's staff granted the author of this paper access to its Google analytics account and Facebook page to gather quantitative data. Then, to give meaning to the data collected, a survey and interviews have been performed.

The research initiates with informal discussions with Marc Laperrouza and Marius Aeberli in February/March 2019 to better understand their issues and defining the aim of this report.

The primary data gathered with Google Analytics were demographics and behavioral data to understand the users' journey on the website, the stakeholders of CHIC, and its digital ecosystem (appendices 11 to 19). A more in-depth analysis has been performed on the referral acquisition channel and the social acquisition channel since it is the focus of the second part. To complete this part, CHIC's partners' website and social channels were assessed to find posts and content about CHIC not referenced in the Google Analytics referral report. The Google Analytics reports, and their primary data summarized into spreadsheets can be found in the appendices 20 to 31

The period of analysis ranges from April 2017 to April 2019. It corresponds to the installation of Google Analytics and to avoid that the author's visits on the website to perform the analysis bias the data.

To have additional insights, the quantitative data collection was completed with a Google survey (Appendix 7) of the students participating in the current or previous editions of CHIC. The survey aimed to understand how and where the students knew about CHIC and to gather additional demographic data to compare them with the Google Analytics data. This survey has been answered by:

- 33 students, among them 30,3% are female and 69,7% are male.
- The majority were from EPFL (51,5%) and participating in the 2019 edition (60,6%)
- The birth year ranges from 1991 to 1999. Nine students were born in 1995, six are born in 1992, and five are born in 1997.

Once these data collected, different interviews were performed to make sense of these quantitative data, and understanding the various stakeholders' perspectives about CHIC communication strategy in the different Cantons and teams:

- Cédric Junillon, Coordinator HEIG-VD (Appendix 1) (face-to-face interview)
- Serge Ayer, Coordinator HEIA-FR (Appendix 2) (face-to-face interview)
- Alexandre Caboussat, Chairman of International Business Management HEG-GE (Appendix 5) (email interview)

Since CHIC has been often covered in the press, an email interview was sent to Sophie Marenne (Appendix 4), a journalist at L'Agefi who wrote several pieces on CHIC.

To gather more insights from the students, and especially in reaction with the "UBS Contest" case in Fribourg and the two articles published in L'Illustré on May 2019, three members of the Fribourg Team were also interviewed face-to-face (Appendix 3).

Finally, the author discussed with Marius Aeberli (and informally with Marc Laperrouza) during the trip to China to confront the initial insights gathered with their opinions. (Appendix 6).

## **2.3 Analysis of Data:**

### **2.3.1 CHIC's digital ecosystem**

As seen in the previous chapter in the section Literature Review, Jobber (2010) summarizes the marketing strategy planning into six key strategic questions. He advises performing a marketing audit to answer the first three questions. So, this analysis's starting point is to understand where CHIC stands within its digital communication

strategy, and how does it get there. To answer these questions, this first part of the analysis looked more in-depth into the digital ecosystem of CHIC. Demographic and behavioral data were then extracted from the Google Analytics account and the Facebook Page Insights. These metrics could be used for the definition and draft of "Persona"<sup>1</sup> and defining their targets. This part is completed by an analysis of their social media and a brief content audit. The second part of the analysis then focused on the communication coming from the partners and stakeholders of CHIC to understand how and what they communicate about CHIC, by analyzing the referral and acquisition channel on Google Analytics.

In order to perform this analysis, the calendar date range was limited to the following period:

- April 1st, 2017 to April 25th, 2019 for the Google Analytics analysis.
- August 9th, 2017 to April 25th, 2019 for the Facebook Page Insight analysis

Facebook's page was created in July 2019, but the data are only available from the dates cited above. The publications posted after April 2019 are not taken into account for the first two part of the analysis (section 2.3.1 and section 2.3.2).

### **2.3.1.1 Demographics and behavioral analysis**

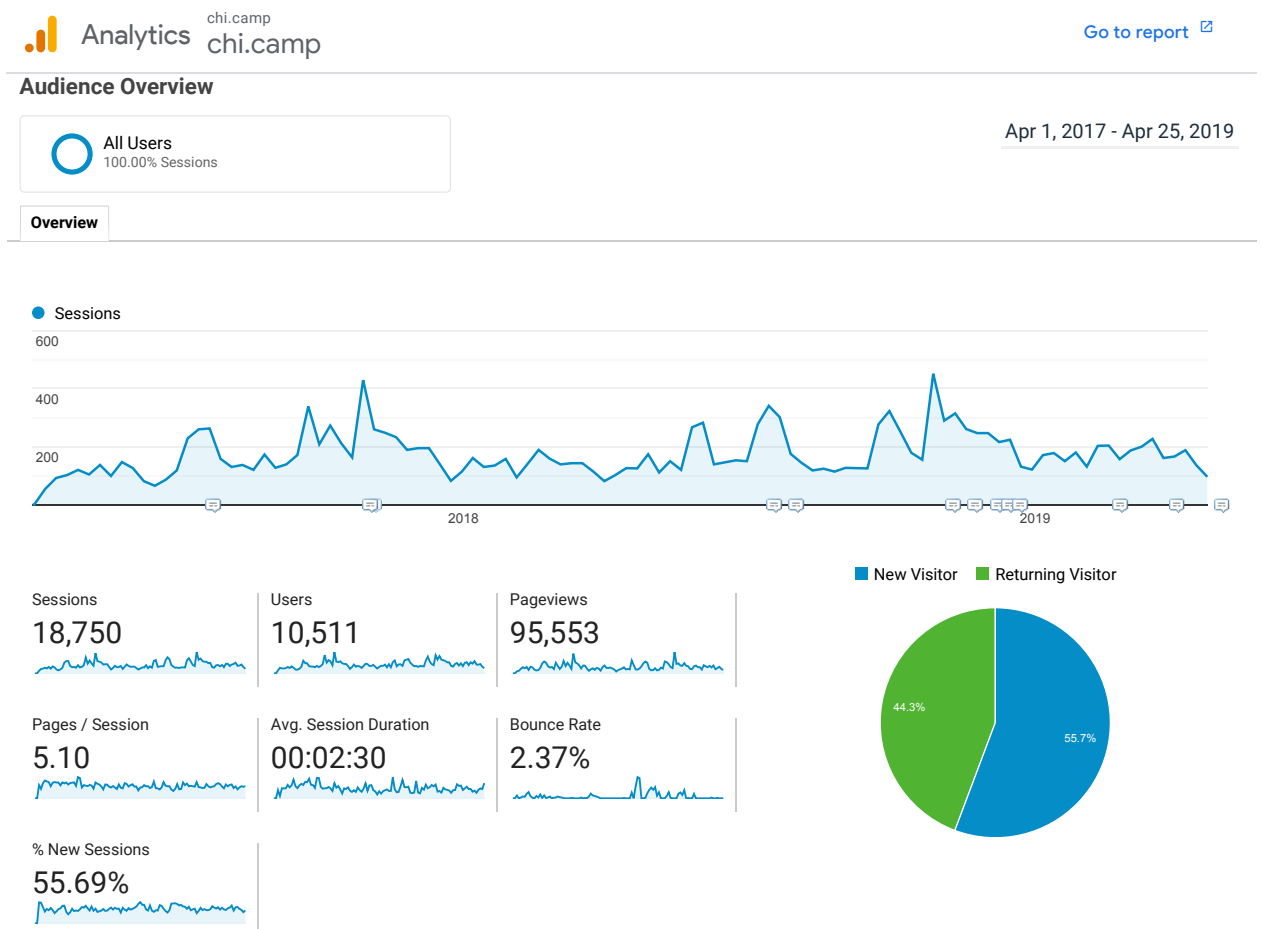
The demographics and behavioral analysis would help define the profile of the visitors of CHIC's digital ecosystem and thus, the targets of the communications strategy. These data could also be useful in the definition of Open.CHIC's Persona. The following tables, figures, and data have been extracted from the Google Analytics reports "Audience" and "Behavior", and from the Facebook Page Insights.

Before digging into more disaggregated data to extract more meaningful metrics, such as recommended by Matous (2015), it is interesting to start with an overview of the metrics that matter for CHIC (Figure 3).

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<sup>1</sup> «A buyer persona is a semi-fictional representation of your ideal customer based on market research and real data about your existing customers. » KUSINITZ, Sam. 2018, Hubspot blog.

**Figure 3 – CHIC's GA report – Audience overview**



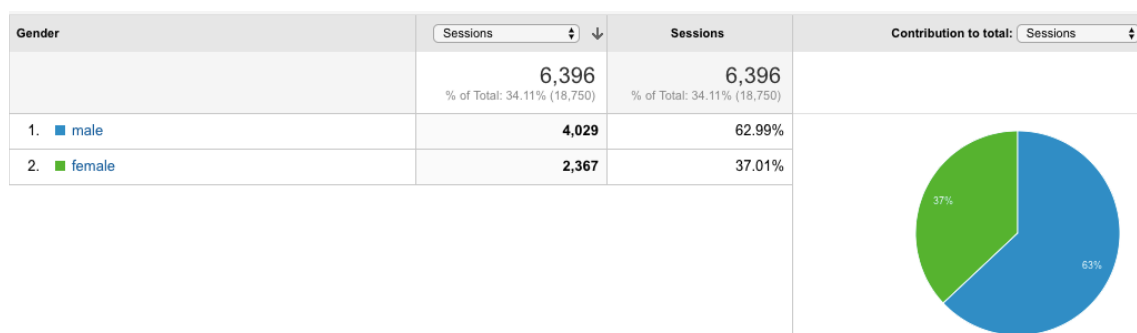
Source: CHIC's Google Analytics

The purpose of CHIC's website is mainly informative and a blog, the bounce rate was not that relevant. There was no action possible to make for a visitor on the website, besides a contact form (no other call-to-action to track). Plus, no tracking code has been set on the form to measure in Google Analytics. The most interesting metrics for CHIC were the Pages/Sessions and the Average Session Duration. The Returning visitors' rate should be analyzed cautiously. If someone visits the website from a desktop, and then on her/his mobile, it counts as two new visits, except if s/he is log-in in her/his browser, which is possible with Google Chrome or Firefox for instance. For the period of analysis, the total number of sessions was 18'750, with 44,3% of returning visitors.

As regards to the age of the visitors of CHIC (Appendix 11), it is segmented into six categories, and the top three began with the 25-34, then the 18-24, and finally 35-44 years old. The second category should mostly be composed of the students (as the results in the students' survey also showed, see Appendix 7). The third category could be considered as the supervisors/coordinator, teachers, and different partners or

sponsors following CHIC. The first category was more ambiguous to analyze because it could be composed of past participants, supervisors, teachers, CHIC's staff, or any other people following the program. The gender proportion was not equally balanced (Figure 4), there was a more significant proportion of male visitors than female visitors, no matter the age range. Table 1 summarizes the primary data regarding age and gender per sessions. Based on personal observation, there is indeed a larger proportion of male among students and in the teaching and supervising staff.

**Figure 4 – CHIC's GA report – Audience – Gender per sessions**



Source: CHIC's Google Analytics

**Table 1 - Age & Gender data for the top three visitors' groups**

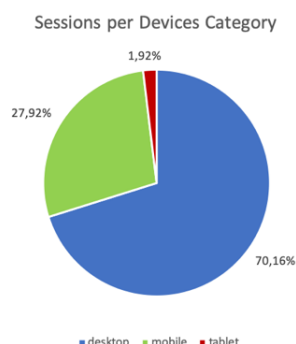
Demographics - Sex and age of visitors					
Age	Sessions	% New Sessions	New Users	Bounce Rate	Pages / Session
25-34	2591	51,56%	1336	0,00%	5,08
male	1606	48,82%	784	0,00%	4,95
female	982	56,01%	550	0,00%	5,27
18-24	1862	45,81%	853	0,00%	5,47
male	1092	39,47%	431	0,00%	5,65
female	768	54,82%	421	0,00%	5,23
35-44	1050	50,38%	529	0,10%	5,56
male	728	48,90%	356	0,14%	5,65
female	321	53,58%	172	0,00%	5,36
45-54	504	49,01%	247	0,00%	4,86
55-64	194	74,74%	145	0,00%	4,40
65+	76	69,74%	53	0,00%	5,25
Total	6277	50,39%	3163	0,02%	5,24

Source: CHIC's Google Analytics

Since this report is about digital communication, the users' sessions per device category were also important to consider. Nowadays, with the digitalization and the increasing use

of mobile, it is essential for businesses to have a presence online and a responsive<sup>2</sup> website. Responsiveness is also an element of technical SEO. 70% of the sessions were on desktops, more than a quarter on mobile, and a few only on tablet (Figure 5).

**Figure 5 – CHIC's GA report – Audience – Session per devices category**



Source: CHIC's Google Analytics

In order to give more sense to these data, the benchmark analysis compared CHIC's metrics with other websites in the same category (General Category: Jobs & Education) in the same region (Switzerland) and with the same level of daily visits (0-99 daily). As observed in appendix 12, CHIC's website was performing well as it has 18,42% more sessions than the benchmark. However, the mobile was behind the average and not performing as good as the desktop. The visitors also spent less time on the website and look at fewer pages. It could be substantially improved by adapting the mobile version and improving the user experience (UX) on mobile.

**Table 2 – CHIC's GA report – Affinity Category and In-market segment**

Affinity Category (reach)		In-Market Segment	
1	Sports & Fitness/Health & Fitness Buffs	1	Software/Business & Productivity Software
2	Lifestyles & Hobbies/Green Living Enthusiasts	2	Financial Services/Investment Services
3	Shoppers/Value Shoppers	3	Travel/Hotels & Accommodations
4	Lifestyles & Hobbies/Art & Theater Aficionados	4	Travel/Air Travel
5	Media & Entertainment/Music Lovers	5	Employment

Source: CHIC's Google Analytics

The previous table (Table 2) listed the visitors' "affinity category" and "in-market segment". These are the category of website they consult on the Internet in general and

<sup>2</sup> A responsive website detects the visitor's screen size and orientation and changes the layout accordingly.

what their interests were. It could serve as a source of valuable data when defining the profile of the users and creating the personas.

**Figure 6 – CHIC's GA report – Audience – Location of users**

Country ?	Acquisition
	Sessions ? ↓
	<b>18,750</b> % of Total: 100.00% (18,750)
1.  <b>Switzerland</b>	<b>10,497</b> (55.98%)
2.  <b>United States</b>	<b>1,519</b> (8.10%)
3.  <b>France</b>	<b>1,175</b> (6.27%)
4.  <b>Hong Kong</b>	<b>882</b> (4.70%)
5.  <b>China</b>	<b>560</b> (2.99%)

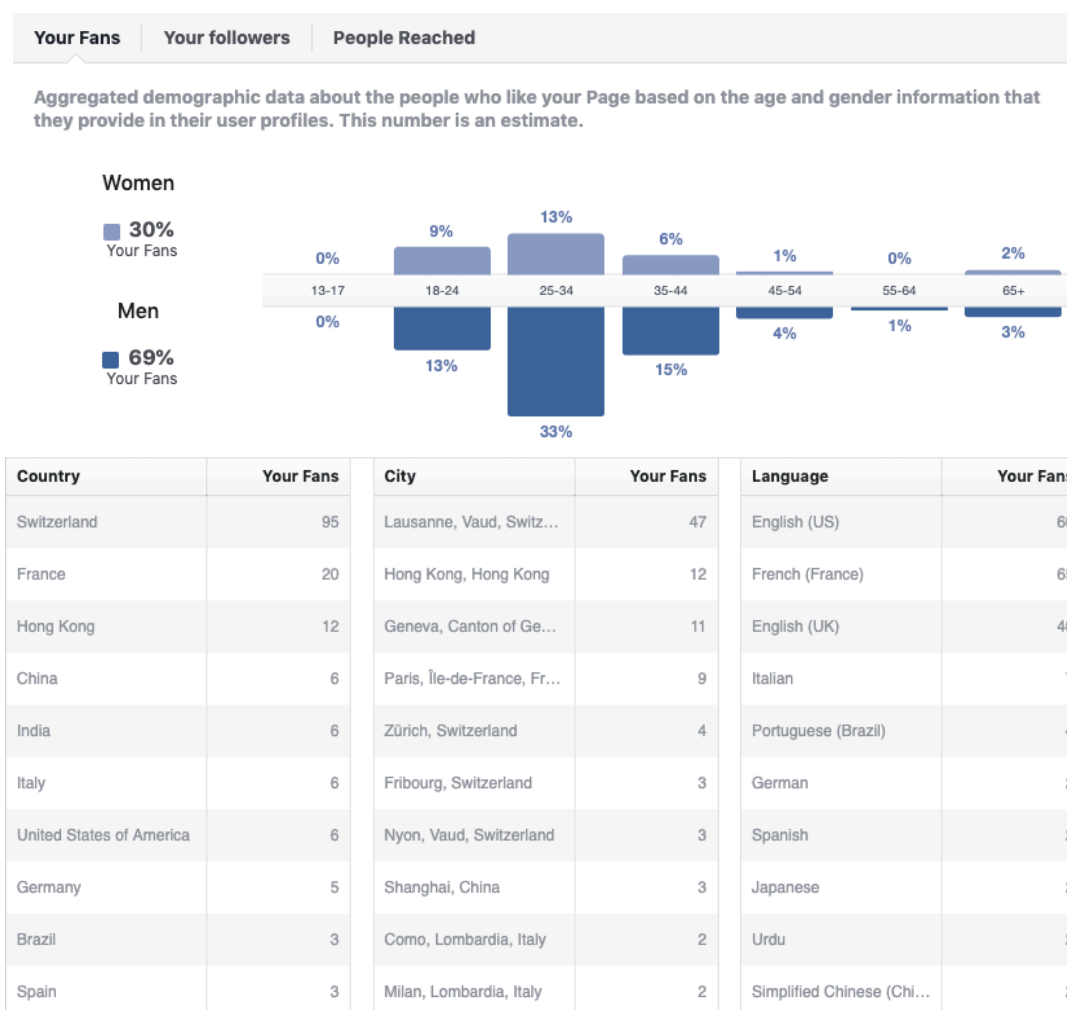
Source: CHIC's Google Analytics

Naturally, the prime location of CHIC's visitors was Switzerland, and more precisely, the Canton de Vaud. But CHIC received visitors located all over the world, and Figure 6 lists the top five countries of location. But Google Analytics is limited. It tracks the I.P. address of the users that may be approximate, and these data can come from the user's browser preferred language. So, it could explain the large number of sessions tracked as coming from the USA. Also, when analyzing the "People" report from Facebook Insights (Figure 7), there were only six followers located in the USA. But the Chinese and Hong Kongese sessions could be considered as accurate since it corresponds to the Facebook data, and because of Marc Laperrouza's network in China.

Moreover, the Facebook data (Figure 7) were coherent with the previous demographics data from Google Analytics (Gender, Age, Location, and Language data are similar between the two tools).



**Figure 7 – CHIC’s FB Insights – People – Fans’ age, gender, and geographic**



Source: CHIC’s Facebook Page Insights

Next, the behaviors report extracted what page, and thus, content people were more viewing on the website, where they landed (landing page) and where they left the website (exit page).

Appendix 13 illustrates the user flow on CHIC's website. How did people arrive on the different landing pages will be detailed in section 2.3.2. It then showed the number of sessions on each main page, the number of drop-offs (people quitting the website), and their next interaction, thus which page they clicked on then. Table 3 summarizes the number of sessions, drop-offs, and the drop-offs rate. There was indeed a massive drop-offs rate on the landing page (67%). It means that the visitors exit the website without clicking or visiting another page. This behavior could be explained because they were redirected from another website and were not engaging in staying, or the visitors arrived on a blog post and just read it. The following drop-offs rate were stable and equal. Since

there is no end in the user-flow and no call-to-action on CHIC's website, there is no way to measure the behavior funnel.

**Table 3 – CHIC's GA report – Behavior flow and drop-offs**

Behavior Flow	Sessions *	Drop-offs *	Drop-offs rate **
Starting page	18 000	12 000	67%
1st interaction	6 200	2 000	32%
2nd interection	4 200	1 200	29%
3rd interaction	2 800	778	28%
4th interaction	2 000	557	28%

\* Google Analytics data

\*\* Author's calculation

*Source: CHIC's Google Analytics*

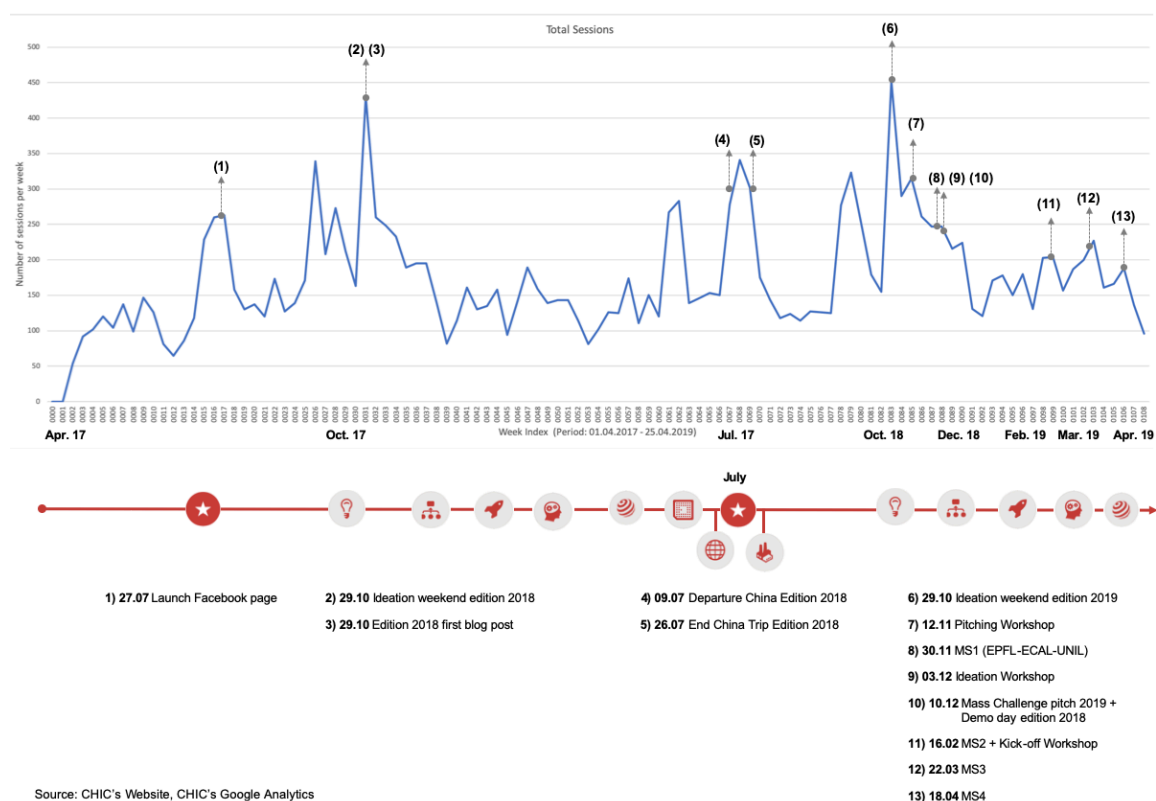
Then, analyzing more in-depth the page more viewed, no matter of the age segment, the top pages were respectively the Homepage, the Projects page, the blog page, the About page, and the program pages (Appendices 13 and 14). These are the menu pages that are the most direct to reach. Looking more into details in the page viewed by age category, the different teams' projects' page started to be recurrent in the page views ranking, especially among the 18-24 age category (Appendix 16).

Finally, having assessed and measured CHIC website's visitor with quantifiable data, another crucial aspect to analyze is when did they visit it. It is unnecessary to look at the precise time of the visit because the website has not enough visitors, nor events, conversions, or goals set. But, correlating CHIC's timeline with periods that show peaks of visits can be insightful to plan any communication strategy.

The data set analyzed gave insights regarding the whole 2018 edition, the first half of the 2019 edition and the second half of the 2017 edition. (Figure 8) First, two main peaks of activity in the website occurred in the same period: at the end of October. It corresponds to the Ideation weekend workshop and the launch of the new edition. From the author's personal experience, the high number of sessions were linked to the set-up of each teams' page and their first blog posts. At this time, all students visited the website, the supervisors and teachers were certainly visiting it too, which explained these peaks (Figure 8, legends 2 and 6). In July, the trip to China also attracted many visitors. Here again, the students were much more active regarding the creation of blog posts, and many visitors looked at this content (Figure 8, peaks around legend 1, and between legends 4 and 5). Following the launch of an edition, many workshops and milestone are

held in November / December, such as the Masschallenge workshop or the demo day. Content is created during that period, which can explain the slower decreasing in sessions. Finally, and this is more visible with the data from 2019, any time there is a Milestone, and therefore, new content on the blog, it created moderate rises in the sessions.

**Figure 8 – CHIC’s GA report – Total sessions in correlation with CHIC’s timeline**



With these data, it is already possible to make an intermediary conclusion. When there are specific deadlines or event in CHIC’s timeline, more visitors are coming on the website. One of the reasons for that is the students creating blog posts at these dates. But to understand more precisely where the sessions came from and how the visitors arrived on the website would require a more in-depth analysis. These data will be desegregated later in the referral and social acquisition channels analysis.

### 2.3.1.2 Communication channels analysis

As seen in the introduction, CHIC developed its digital communication in the last two years with the creation of different social media accounts, the development of the community platform and redesign of their website. The following sections will focus on these latter and provide a content audit, starting with the website, then briefly on the

secondary social media, and finishing with the Facebook page. The second part of the analysis will then go more in details in the performance of the social channels and traction on the website.

#### **2.3.1.2.1 CHIC's website**

The purpose of CHIC's website is mainly informative and to showcase and follow the students' projects. As the results of the survey (appendix 7) showed, it was the first source of digital information for the students before enrolling in the program. Throughout the year, they contribute to the creation of contents with the redaction of blog posts. The community platform allows the students to create posts and manage their project's page. It also serves as the primary communication channels between the staff, supervisors, and students. The website represents the principal digital presence of CHIC and plays the role of a bridge between the different partners. It is therefore essential to give it special attention and tracks what happens on it.

In recent years, Search Engine Optimization (SEO) has taken more and more importance. SEO represents different tools and technics to improve the visibility and ranking of a website on search engines page. SEO can be purely technical, or on the content of a website. And in recent years, the quality of a website and its content has had more effect on the results in search engine. The aim of this research is not the SEO and thus, will not be detailed further, but is still an essential element to mention.

The website counted, on average, 150 weekly sessions. But as visible in all the Google Analytics reports, there was no conversions or goals tracked. The user-flow was thus difficult to follow and extract valuable insights. There were only a few call-to-action (CTA), but they were not tracked, neither micro-conversions that could be more insightful for CHIC. There was the contact form on the "About page", and a subscription field in the footer, but no newsletter sent (see section 2.3.1.3 *Benchmark analysis*). These CTAs are not tracked, and the author does not have access to the email database to conclude if there is any activity.

Except for the lack of CTAs to track the visitors' activities, one issue on the website resided in the quality of the content the students created. As Marius Aeberli highlighted in its interview (Appendix 6), the quality is lacking, and CHIC' staff lacks resources to improve it. In addition to the blog posts' text quality, the technical quality is not optimized either. The community platform does not allow to improve the technical SEO of a post,

such as the “meta-description<sup>3</sup>” or key-word focus, which on the long-term impacts the SEO ranking.

Next, as the device benchmark showed previously (Appendix 12), the mobile version could be improved. This would require some adjustment and redesign of the website to suit mobile screen and user-experience.

Finally, to emphasize the network effect of CHIC within its partners, and also improve some SEO aspects, would be to develop a backlink strategy. Each partners’ institutions have a page on the website, but no link towards their websites. By adding a link pointing on them, it would provide an incentive for them to do the same. Backlinks are vital because they can drive traffic, improve the SEO ranking, and raise brand awareness (Jacobs, 2018).

#### **2.3.1.2.2 CHIC’s Instagram profile, Twitter profile, LinkedIn group and YouTube channel**

CHIC has an online presence on the different most famous social media. But their usage, reach, or fans base are much lower than their Facebook page.

The YouTube channel, online since November 2016, accounted only eight followers, a dozen of video and no activity since almost a year. The LinkedIn private group counted 110 members and has been active for a year. But only Marc Laperrouza posted content on it and got a low level of engagement. The Twitter account is the oldest CHIC’s social media. But, since 2015, there were only 127 followers, and the engagement is almost inexistent on the posts. It resulted from the fact that the blog posts written on the website are automatically reposted on Twitter with, as a tagline, the title of the post and a picture. The power of Twitter resides in using hashtags to deploy the content and optimize the network effect of the platform. The content shared is not optimized per this parameter. The low engagement and activity on these three channels highlighted the main issues of CHIC; the staff tried to develop their channels and reach, which was good, but the staff did not have the dedicated time and resource to take care of these channels correctly, as Aeberli confirmed (Appendix 6).

However, if these channels seemed left aside, the Instagram channel performed better. Launched in August 2018, it had more than 200 followers and good engagement on the posts. The difference between Instagram and the other channels resides in the content published: it is different than on any other social media or the website. The students

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<sup>3</sup> A meta description is an HTML attribute that provides a brief summary of a web page.

posted pictures and use more hashtags and tags that help in increasing CHIC's page reach. Aeberli mentioned that they received positive feedback about it and experienced almost no overflows from the students. But it raised some question regarding how to protect CHIC's image and the staff's reputation. These issues will be developed further in the third and fourth part of the analysis.

### 2.3.1.2.3 *CHIC's Facebook page*

Facebook is the principal social media used by CHIC. It has more activity, interaction, and engagement than all social platforms used by CHIC.

The analytics tool provided by Facebook allowed to gain insights, complimentary demographics and geographic data on the users, and additional data to cross-reference with the Google-Analytics to obtain more meaningful insights.

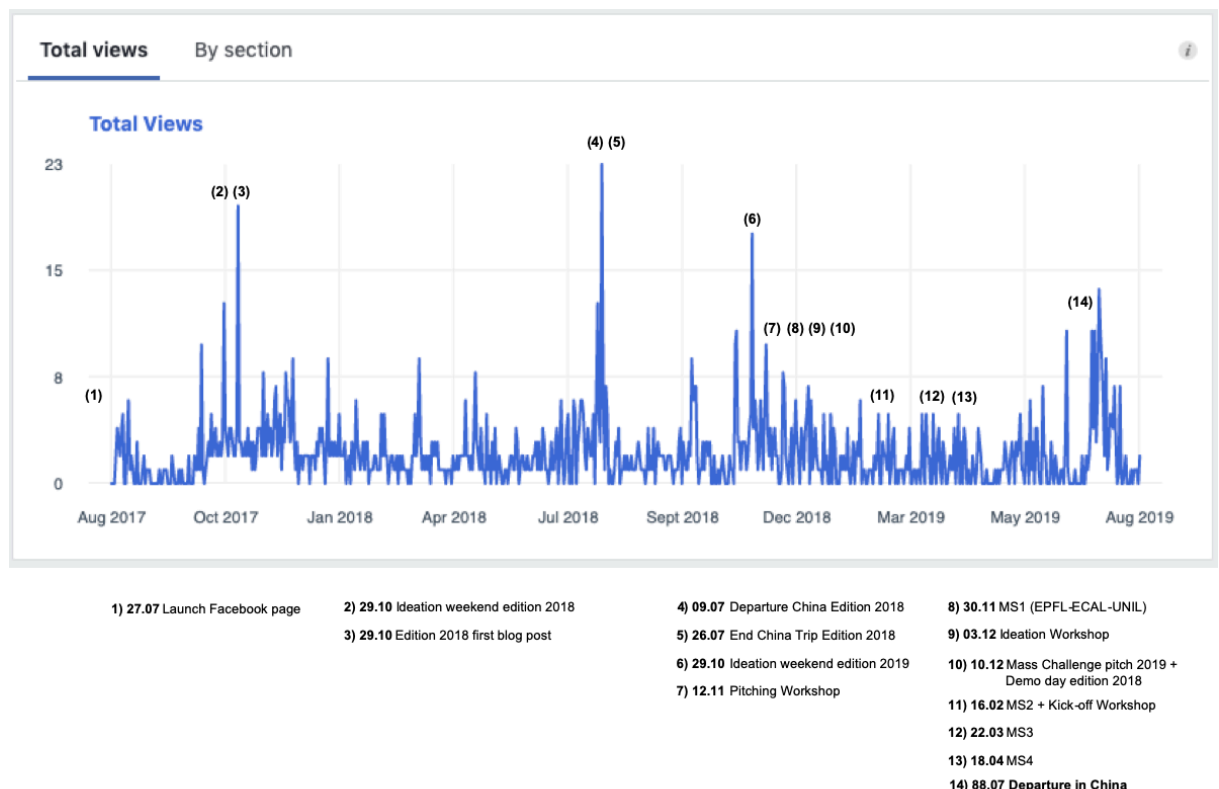
**Figure 9 - CHIC's FB Total followers as of 25.04.2019**



Source: CHIC's Facebook Page Insights

In April 2019, CHIC's Facebook page counted 200 followers, and the fan's base increased at a linear rate since its publication in July 2017 (Figure 9). Comparing the total views on the page with the sessions' peaks and CHIC's timeline (Figure 10), it was observable that peaks of activity arose at the same moments. The graphs presented the same proportion of views than the total number of sessions (see Figure 8). The launch of a new edition in October, the trip to China and the different milestones showed higher interactions on Facebook, exactly as on the website.

**Figure 10 - CHIC's FB Insights– Total views in correlation with CHIC's timeline**



Source: CHIC's Website, CHIC's Facebook page Insights

As for Twitter, the blog posts written by the teams are the primary source of content published on Facebook but generate higher engagement and interaction rate than Twitter. But, analyzing the performance of the different posts individually, it turned out that the blog posts were not the more performing type of content. Indeed, among the twenty most performant publications in terms of engagement, views, and reactions, only five were blog posts written by the teams (Appendix 18). The others were mostly posted by Marc Laperrouza and concerned press articles, news about the Chinese ecosystem, videos or pictures. In short, content that was different from the usual team blog posts. Also, since they are meant to be published directly on Facebook, the tagline was adapted, which created more engaging posts. This kind of diversified content was hardly ever published but obtained higher performance rates. It proved that the followers were interested in seeing different aspects of CHIC and the program and that the quality of the content matters.

### 2.3.1.3 Benchmark analysis

Finally, the last step of CHIC's digital ecosystem analysis was to understand where the traffic came from and how they arrived on CHIC's website. Then, the benchmark will

highlight the points of improvement in the communication and visibility reach and quantify it. It could serve as a reference for selecting future channels to deploy Open.CHIC. The same dimensions than for the device's benchmark have been set for the channel benchmark, namely: Jobs & Education, Switzerland, and 0-99 session per day (Appendix 19).

First, the Display, Paid Search, and other Advertising will not be considered or neither recommended. These are paid channels, and since CHIC is an educational program financed by public entities, they are not options to consider. (Although they could be efficient for Open.CHIC if it has an independent structure and is marketed as a service). The "other" traffic's sources are not classified by Google and can be, for instance, organic search from various search engines or emailing campaigns not tracked.

Emailing could bring a lot of traffic and especially returning visitors by making good use of the existing network of CHIC. Emailing is the most effective and cost-efficient digital marketing tools and can bring a lot of traffic to the website. It could easily strengthen relationships with CHIC's network by creating qualitative and valorizing newsletters.

The first acquisition sources of traffic were direct search (taping the website name in the browser directly), organic search (search engine queries), social traffic, and the referral. The duration per sessions and pages per sessions of these sources were above the benchmark, suggesting that visitors were there for a reason and engaging in the content.

Only the direct source showed results above the average benchmark, and that was thanks to the returning visitors. The numbers of new sessions and visitors from direct sources were also below the benchmark. The organic search results could be improved by focusing on technical and content SEO, as mentioned previously. The benchmark data proved there is room for improvement.

The social acquisition channel showed results just below the benchmark with -2,08%, but the news sessions and users were widely below. As the social media' analysis previously showed, CHIC's social media fan base was relatively small and not growing at a fast rate. This was reflected in these metrics, indicating that social media did not bring new visitors.

Finally, the metrics showed that referral acquisition could also be improved. CHIC enjoys a vast network of partner's institutions and sponsors with a higher level of online visibility and awareness, and these partners could bring more traction to CHIC directly. It is one of the reasons why the referral and social sources will be the focus of the next part of the analysis.



### **2.3.2 Referral and social acquisition channel analysis**

As seen in section 1.3, one of the principal issues for CHIC's staff was the lack of human and time resources to put in place an effective communication strategy. The analysis of their partner's network and digital ecosystem showed potential to improve and increase the communication directly from them.

The motivation to focus on the referral and social acquisition channel's improvements relied on taking advantage of the visibility and recognition of their partners. Some partners enjoy world-wide recognition and awareness, and a fan base on social media in general much higher than CHIC. Improving and structuring the partners' communication could have the following advantages:

- Improving the SEO ranking thanks to a backlink strategy (and thus tracked in Google Analytics),
- Valorizing the program from an external perspective,
- Creating new content and traction for the partners' channels,
- Increasing visibility and awareness for CHIC regionally and even internationally.

All these elements could also be replicated to Open.CHIC and be beneficial in the perspective of launching a new project independently from the universities or sponsors.

This part will also highlight the different publications that are not referencing CHIC correctly (with backlinks) and therefore not traceable. Recommendations are then proposed in the next chapter.

#### **2.3.2.1 Methodology**

In order to perform this analysis, the first step was analyzing the Google Analytics referral report, and find qualitative sources (namely, the sources coming from partners' website or media). The second step was analyzing publications or pages linked to these sources, in order to define the level of backlinking to CHIC. Then, the website of each direct partners of CHIC has been scrolled to find publications about CHIC not referenced in Google Analytics (due to the absence of a link). Finally, these latter's Facebook page have been analyzed to find if any publication had been posted. All these data can be found in appendices 20 to 31.

#### **2.3.2.2 Referral and social acquisition reports overview**

In some Google Analytics report, the social and referral sources are grouped, but they can be then analyzed separately. As the graphs in appendix 21 showed, the total referral sources totalized 30% of sessions acquired. The organic search (36%) and the direct

(33%) source represented the primary acquisition channel for CHIC's visitors. A third of the sessions, therefore, came from websites or social media from the different stakeholders of CHIC (plus its various social media).

The referral report totaled 197 different sources with a total of 2'153 sessions, which represented 11,48% of the total traffic. However, many of these sources could be considered as "spam" and were not meaningful. By disaggregating the data, the relevant sources and from qualitative and authoritative websites, represented a much lower proportion of the referral sessions (approximately 45%, appendix 20). This appendix 20 summarizes the analysis and insights from the websites and Facebook publications and the referral sources data from CHIC's partners, and that can be found in the appendices 24 to 31. It is noticeable that CHIC's network was not always referencing CHIC online. Some institutions never communicated about the program on their respective digital channel.

The social report totaled 3'424 sessions from three primary sources: Facebook, Twitter, and LinkedIn. The five others totaled only 2% of the social sessions and are not pertinent in the analysis. Facebook attracted 75% of the social session since it is CHIC's primary social media which perform the best, as seen in Figure 10 and Appendix 18. The sessions from LinkedIn came from individuals' profile and posts, and a few from the partners' institution profile. As the author observed, the private group did not show many interaction and regular posts; thus, few sessions coming from it. Finally, here again, the period with peaks of activity (Appendix 23) arose at the same moment than seen previously (Figure 8 and 10).

#### **2.3.2.2.1 *Partner's institutions and universities***

Over the last two years, the communication about CHIC from the three Geneva's schools was inexistent for HEAD and HEPIA, and minim from HEG with just two publications (Appendix 24). Besides HEG that published two articles about the team Guido (edition 2018) because they won the Genilem contest, no other traces of CHIC have been found. That publication has been posted on HEG and CHIC's Facebook page. However, the post's description did not mention CHIC, which was a lost opportunity to get credits for their program.

Google Analytics report showed only one other source referencing CHIC, and it came from a newsletter sent by HEG. However, that email showed behavior metrics (page per sessions and duration) close to the average total sessions.

In Fribourg's schools, no publication was found in the period of analysis<sup>4</sup>. Google Analytics found one source of referral but came from a private intranet (Appendix 25).

The HEIG-VD joined CHIC later after the official start and announced on their website their participation in February 2019 (Appendix 26). CHIC's website received 16 visits from that source, and two other sources were found, but also with restricted access. The number of page views by these sources was above the average with 7,14 pages, which shows that visitors were interested in the content. No publication was shared on their Facebook page.

Lausanne's universities showed the highest number of publications among all partners' institutions (Appendix 27). However, if three publications related to CHIC are available on ECAL's website, none of them mentioned or referenced CHIC at all. Neither on their Facebook's page, which has the second-highest fans base among the different universities.

UNIL published more posts on CHIC on their website and of much better quality. The articles were posted in French and English (thus doubling the GA's sources) and referred to CHIC adequately with links. The total referral sessions for UNIL's sources accounted for 5% of the total, which was the second-best rate among the sources analyzed. Plus, UNIL also reposted content and news on their Facebook's page, and also created content specifically for this platform with two students' interviews.

Without surprise, EPFL had more publications about CHIC on its website. There has been one article per year in average about the program (in French and English). Plus, because it is a minor and part of the teaching program, CHIC counts several specific pages on EPFL's website. Some of the links found were published before the Google Analytics tools were installed and therefore, not tracked. These news articles attracted around 100 sessions, when the overall sessions coming from an EPFL related page totalized 557 sessions (26% of the total referral traffic). The traffic's majority came from the course page, which was undoubtedly mostly viewed by students that informed themselves about the minor. On EPFL Facebook's page, only three publications were about CHIC, with two times the same one just in a different language. They performed well in comparison with CHIC's page publications, but lower than the other EPFL's publications. As a reminder, EPFL's Facebook page had by far the largest fans base with more than 78'000 followers as of May 2019.

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<sup>4</sup> Articles regarding the victory of Fribourg's team in a contest were published in May 2019 and are discussed in the third part of the analysis.

SUPSI and USI participated to the 2016 edition (Appendix 28). Two articles were posted on SUPSI's website, but only one linked to CHIC's website, and the rest of the references were lacking. No traces of CHIC's were found from USI, neither from the ESP Dakar, which joined the 2019 edition.

All these institutions totalized more than 124'000 followers on Facebook, but only ten posts related to CHIC were found when each of them posts regularly online content. Finding information about CHIC on each university's website is difficult. Besides EPFL that has a course description page of CHIC, only HEIG-VD officially mentioned CHIC on their website<sup>5</sup>. There is room for improvement and potential to push universities to promote more CHIC on their channels. A permanent reference to CHIC with a link should at least be added on their website, just like HEIG-VD did.

### **2.3.2.2.2 Press and media**

Since its existence, CHIC has been covered regularly in many regional newspapers and media (Appendix 29). But there was a gap between the referral data and the actual articles found. The first reason was the date of publication of articles. Bilan, ICT, and Le Temps's articles were published in 2015-2016, so before Google Analytics' installation. However, some sessions arose almost two years after the publication of Le Temps's article. TIO, L'Illustré, and L'Agefi did not link CHIC's website in their articles, and therefore, there were no tracked data.

The Horizons articles (same interview in different languages), referred to CHIC website with links, and the GA's report shows visits but surprisingly, at two different periods. The English version was shared on CHIC's Facebook page and performed well and ranked among the best posts (Appendix 18).

The few sources found accounted for 4,5% of the total referral sessions, which is low in comparison with the number of publications. It could certainly bring more visit with a correct backlinking.

L'Agefi covered regularly CHIC and also presented some students' project and not only the program. The author of these articles, Sophie Marenne (Appendix 4) explained that she discovered CHIC thanks to a tweet from UNIL and decided to write about it. She also mentioned that journalists do not automatically add a hyperlink in their articles since they are intended for the written press.

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<sup>5</sup> HEIG-VD updates its « mobility » page in spring 2019 by adding CHIC (with a link) to its portfolio of exchange offers for the students. Available at: <https://heig-vd.ch/international/mobilite>

But confronting Marius Aeberli with these data and findings (Appendix 6), these kinds of regional press coverage were not interesting for CHIC. They would prefer more specialized media, and it did not bring much value to CHIC, especially in the current format of articles (basic presentation of the program). Plus, he stressed the fact that it takes a lot of time and energy, and the media are difficult to manage, as it will be discussed in section 2.3.3 and section 2.3.4.

#### **2.3.2.2.1 Blog and other sources.**

Different publications about CHIC have been founded on several blogs (Appendix 30). A source came from the ICRC blog that related to a hackathon event organized during the China trip in 2016. On Medium, different posts were also found, among one written by Marius Aeberli for the EPFL+ECAL Lab page. That article, fortunately, linked to CHIC's website, but also to the different projects developed with Marc Laperrouza such as Inssinc and N-Visioning. A student from the 2017 edition also wrote personal blog posts about her travel to China. These sources did not show a high level of performance in Google Analytics (few pages views, low duration, and little traffic).

Finally, Guido and Flowlin, two teams of the 2018 edition that kept developing their projects, have a website and presence on different social media. Guido mentioned clearly CHIC on its website, but there was no reference to CHIC on Flowlin's website. This lack of referencing from the students is discussed further in the next chapter.

#### **2.3.2.2.3 Sponsors and other partners**

Swissnex, one of the principal sponsors of CHIC, posted several publications concerning CHIC. Among them, two events presentation and two blog posts. These posts linked CHIC's website, but Google Analytics did not track data for all of them. But, two of these sources showed the highest session duration and page views' rates. Other sources related to Swissnex were found, but their results were not relevant (Appendix 31).

EPFL+ECAL Lab's website proposed a link to CHIC's website. But the referral report showed traffic coming from this link only from January 2019. The author assumed that the website has been updated recently and the link added at that time. On their Facebook's page, three posts were published (one video, and two picture's posts) in 2017

Finally, Sinoptic's website regularly mentioned CHIC with "news" headline. The texts were short and limited, and most of the time linking to the original source of information.

### 2.3.3 Fribourg and the “UBS Innovation Contest” case

This particular case highlighted some issues mentioned in this report and proved the needs for more structures and guideline regarding the communication, and in this case, by providing structure to the teams and supervisors.

In March 2019, Fribourg's team participated in a contest organized by the UBS in collaboration with the HEG-FR. The group posted on CHIC's Instagram account a picture of their application file using CHIC's visual identity and slides. Discussing with Marc Laperrouza and Marius Aeberli at that time, it attracted their attention because of the combination of CHIC visual identity with a corporation.

UBS and the HEG-FR aimed at promoting creativity, innovation, and the establishment of businesses with this contest, and students could apply individually or as a group with an idea (UBS Innovation Contest, 2018). The results were announced at the end of May 2019, and two articles in L'illustré covered it (Morier-Genoud, 2019a, 2019b). The first one presented the five finalists of the contest, and the second presented the winner, thus Friteam and their project Heptabox. In both articles, CHIC was never mentioned, nor that the team developed the device Heptabox during the program. These articles and the victory of the group was relatively good covered and promoted online on the different social media of the HEG-FR, and their posts get a right level of interaction. But CHIC got almost no credit in it, and it was a lost opportunity of promoting the program and increase its visibility to a broader audience.

Following these articles, Fribourg's team and Serge Ayer, the coordinator of HEIA-FR (Appendices 2 and 3), were interviewed to gather insights about the contest, how it was organized, and the poor referencing of CHIC. After that, this subject was discussed with Marius Aeberli to have CHIC's staff perspective and opinion about it (Appendix 6).

Ayer encouraged the students to participate in the contest to "give more visibility to CHIC" (2019). Even if he said himself that each of the actors wanted to get visibility: UBS, HEG, and he added that in finality, for CHIC too.

His objective of increasing the visibility of CHIC through the participation of Friteam in the contest was not controlled. Plus, communication was not his area of expertise, and the communication services of the schools did not get involved in the management of the two articles. UBS organized the articles with L'illustré, and neither him, the schools, or Friteam could proof-read the pieces before their publication. According to Jeanne Moënnat, the program CHIC was not really well-known among the schools, and especially among the communication service.

Moreover, Ayer seemed to contradict himself on the subject of improving CHIC's visibility inside the schools. He was not sure it would be worth it and feasible to push the communication inside the schools. According to him, it should come from the outside and from external events, such as that contest.

The students were aware of some of the issues, like CHIC's none-referring in the press, but not about the question to associate CHIC's name with a multinational company.

On this last point, because they were pushed by the supervisors to participate, they did not think it could be an issue. This highlighted the lack of structure and rules regarding associating CHIC with another company and using their visual identity. But it also showed that the supervisors in each school should have controlled more the outcome of Friteam's victory.

Jeanne Moënnat (2019) mentioned that before this contest, no one in the schools' administration or communication department were interested in their project. But from the moment they won, everyone wanted to talk about them and put them in the spotlights *"because it was good for the schools' image."*

In the speed of the events after their victory, they could not either proof-read the articles. Beside not mentioning CHIC, they were other mistakes, and the students had no leverage or the tools to correct that.

They got overwhelmed by the press coverage and the attention they got after the victory and got lost in the management of communication. Thus, proving the need for structures, resources for teams, and a contract to protect CHIC's image, and give leverage to the stakeholders.

Discussing with Marius Aeberli this case, he stressed that there was never a discussion about the contest between the CHIC's staff, the Fribourg supervisor, and the students. Marius Aeberli only saw what was public and online, namely the Instagram post and the two articles. Aeberli explained that *"[they] lack communication rules and a contract with the teams to ensure they communicate correctly, and that CHIC should get credits and so on. The same for the institutions: it implicitly accepts that all projects coming from CHIC, [they] should be credited, at least for a certain period"* (2019). But the staff was limited by the lack of resources and mechanisms to ensure the proper promotion of CHIC.

This particular case highlights the lack of structure and communication between the different teams, the supervisors and CHIC's staff, especially regarding how to present

CHIC, use their visual identity, and how to communicate about it publicly. It shows the gaps between Fribourg objectives of taking advantage of the contest to promote CHIC and the results. It was managed for the interest of HEG-FR and UBS and not for CHIC. Also, the students got lost in this exercise of handling the press and did not understand the issue of associating CHIC to a multinational (mostly because CHIC is an educational program from EPFL). This case illustrated the need for rules and guidelines for the students, the schools, and the supervisors, as well as that the staff need to protect themselves and avoid this kind of mistakes and missed opportunities

### **2.3.4 The stakes of implementing a development and communication strategy for CHIC**

Implementing and developing a communication strategy for CHIC would require the implication of its different stakeholders, and especially the students, the supervisors, and schools. Each actor has different needs, objectives, barriers, and perspective on these matters. Plus, their opinion may also diverge regarding what information is needed to provide, how to valorize and develop the communication. The following section will analyze the different perspectives and the stakes to implement a development and communication strategy for CHIC.

#### **2.3.4.1 The students' insights**

There are three aspects to look at individually when analyzing the students' perspective about CHIC's communication:

- The communication targeting them directly, thus, before applying to the program and how they informed themselves about it.
- The content they create during the program.
- The content they consult once they are alumni.

The first step in the communication process towards the students regards the program's application, which is handled by each respective school and coordinator. The answers to the survey (Appendix 7) showed that the majority of the students (15 responses out of 33) learn about CHIC during a presentation in their school. The second significant way of information was discussing with students already enrolled in CHIC (12 responses out of 33). Based on discussion with other students during the trip in China and the author's observation and experience, many people never heard about CHIC before the school's presentation (i.e., a few days or weeks before the start of the program). This also proved that the schools did not communicate regularly about CHIC, as seen in section 2.3.2. To informed themselves about the program before applying, most of the students consulted



CHIC's website (18 out of 33), discussed with participants (15 out of 33) or the supervisors (11 out of 33), and obviously for the EPFL students, checked the CHIC's course page (11 out of 33). If the majority found sufficient information, some were lacking precisions about the application process. Since each school and departments have different processes and ECTS credits rewards systems, it is complicated to put all this information online. The second aspect students were missing was the time-investment. Since some departments do not get credit rewarded, it can be an essential trade-off in choosing to apply. This point highlighted the lack of communication from the supervisors in each school. Moreover, since the supervisors may change year over year, they do not necessarily know the time investment request to the students.

During the program, the participation of students in the communication of CHIC plays an essential role in CHIC's strategy. All over the program, students are asked to write blog posts on CHIC's website, and since the 2019 edition to publish pictures on Instagram. The blog posts are mainly used as a follow-up tool for the different supervisors, more than a communication channel for the public. And as seen on the previous Google Analytics analysis, the page most viewed by the 18-24 years old were the projects page, the home page, and the program page. The quality of the content created (in a pure marketing and communication point of view) was often poor and not valorizing CHIC.

As seen in the previous section about Fribourg and the UBS contest case, when the students were under the spotlights of the press, they got lost and overwhelmed by the media. They were not aware of potential issues about associating CHIC and a multinational, and finally, they did not have the leverage to correct mistakes.

CHIC is an opportunity and a considerable advantage for the students' CV because of the experience and skills acquired during the program. But they did not leverage on the name of the program since it is not well known by companies, but on the skills gained (Michel Sahli, Appendix 3, 2019).

Regarding the content, some alumni did not know a Facebook page existed, and 45,5 percent of the panel surveyed do not follow the Instagram page. Students would be interesting to see a more diversified content, such as more posts about the Shenzhen and China ecosystem, during the trip, about the demo day, and more pictures and videos.

To sum-up, schools played an essential role in the communication for students, and word-of-mouth and discussion with the alumni and the teachers was a crucial element in promoting students' applications. The website also played a vital role since it is the

primary digital source of information. It is therefore essential to pay attention to it, improve and update it regularly. The quality of the content created by the teams could be largely improved, but this requires teaching the students the good-practices. Diversifying the content would also be positive for CHIC. As seen in the previous chapter, CHIC's Facebook posts with a higher level of interaction were not blog posts. Finally, students also need structures and rules regarding how they use CHIC and its image in other events, such as the UBS contest case.

#### **2.3.4.2 The HES-SO's perspective**

Participating in an educational program like CHIC for HES-SO universities bring a lot of positive outcomes to their students but also the supervisors and coordinators. Students acquire new skills and learn to work in interdisciplinary teams. It also a positive experience for the teachers, since it can give “them new ideas”, mentioned Junillon (2019, Appendix 1).

In a promotional and communication point of view, CHIC is a program that offers different advantages to the schools. First, it is a wonderful program to showcase and have in the international offers' portfolio of a school (Junillon, 2019). Besides, since some schools are lacking to promote their programs and develop their regional visibility, CHIC is the kind of project that helps in attracting students to enroll in the schools.

Even if CHIC is well received and recognized internally of each school, there are difficulties and obstacles to its promotion similar in each school. The main one is more a managerial issue and concern the calendar differences between the HES-SO's institutions and the EPFL-ECAL-UNIL triangle. As mentioned in the introduction, these latter did not share the same academic calendar and credit reward system. Thus, it added complexity in the organization and the management of each HES-SO's team. It resulted in gaps in the project's progress between the teams and frustration for the students (Junillon, 2019).

In Fribourg, one of the main difficulties linked to communication was the promotion of the program internally to recruit teachers to supervise the team and the program (Ayer, 2019). In Yverdon, they experienced more or less the same difficulty, but it was linked to the late launch of the program and the urgency of recruiting students and teachers. In Fribourg, the problem arose because “you have to explain again every time what CHIC is [to the teachers]” (Ayer, 2019). That point could be correlated with the lack of communication and visibility of the project inside the school, but it will require further analysis to validate or not this assumption.

When Messrs. Junillon, Ayer, and Caboussat (respectively Appendices 1, 2 & 5) were confronted with the lack of communication about CHIC (as seen in the previous section 2.3.2), they all confirmed that the communication department in each institution lacks effectiveness. The supervisors did not have much leverage and power regarding what was communicated and posted online by the communication department, as seen in the previous section. But, the lack of communication was also a result of the few individuals supporting and managing CHIC in the institutions. Moreover, communication and marketing were not the area of expertise of the coordinators/supervisors interviewed. So, the problem of lack of (in this case) human resources with the right capabilities and knowledge to implement an effective communication strategy was inherent to all institutions, and not to the CHIC's staff only.

There were also divergences about improving and developing communication about CHIC. Caboussat and Junillon were aware of the above issues. They are slightly inclined to communicate more about CHIC and have structures and guidelines to help them in the process, for instance, a communication calendar. Although they both mentioned that it could be complicated to over-pass the communication department's ineffectiveness problem. Mr. Ayer was more skeptical and did not think it could be possible to improve what is currently done. He believed that external events that offer visibility and coverage to the whole institution are a better solution. Moreover, he did not see how neither why CHIC should be put forward rather than another bachelor project.

The next notable divergence was this time, between the HES-SO's institutions and CHIC's staff and concern the development and growth of CHIC inside the current partners' institutions. For the 2019 edition, the HES-SO-Geneva had the funding to open a second team, but not enough students. And for the next edition, the Canton de Vaud will finance a second team for HEIG-VD. It also proved and showed that the program CHIC has traction and many strengths. But, talking with Marius Aeberli during the trip to China, they realized the difficulties of handling so many teams at the same time<sup>6</sup>. Here it raised questions about the development of CHIC in its current forms and structure, and thus Open.CHIC.

Even if opinions and perspectives on communicating more about CHIC diverged in the HES-SO's institutions, the majority was inclined to its development and improving the communication in each school. But in the meantime, since CHIC in the HES-SO rests on the backs of only a few people, they would be positive to have more structured guidelines

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<sup>6</sup> As a reminder, the 2019 edition counted eight teams, among one from Dakar in Senegal, and about 50 students and eight supervisors

or a calendar. Besides, since the schools would also promote themselves and put forward their interests, it would be essential to define clear rules and guidelines between CHIC and them. These rules would aim to ensure a correct and effective valorization of the program, either internally to students and teachers, or externally to their publics and stakeholders. Finally, as CHIC's staff realized, the program's attractiveness is growing in these institutions, and maybe, they were overwhelmed by its growth this year, especially in China. The question of giving more autonomy to the HES-SO's schools arose here, and also what it could mean for Open.CHIC. These questions will be discussed in the next chapter. Moreover, as seen in the section on Fribourg and the UBS contest case, having a growing network of teams, increase the managerial complexities and the difficulties to ensure the correct referencing and valorization of CHIC. It emphasized, therefore, the need for a more structured and autonomous organization of the HES-SO's partners, rules, and guideline for them and the supervisors. The question of structure autonomy of the HES-SO's schools to ensure proper development of CHIC in these later schools will be discussed in the next chapter.

#### **2.3.4.3 The CHIC's staff objectives, needs, and barriers**

Redefining the main objectives for the development of CHIC and its communication strategy with Marius Aeberli in July 2019 (Appendix 6), in the light of the recent events and the large number of teams present in China, they were:

- The protection of the core, meaning CHIC's staff and their universities' (EPFL, ECAL, and UNIL) reputation and image.
- The valorization of CHIC.
- The questions of resources.

The lack of time and human resources is the main obstacle to the development of CHIC in a structured way. How to respond to the objectives stated above with the available resources, is a central question to keep in mind.

One of the main barrier CHIC's staff faces, and as mentioned in the preceding section is the divergence with the HES-SO's institution regarding the increase of teams in each triangle. Aeberli stressed that: *"We have resources, but we are incapable of using them correctly because we have too much to do. To make partners' institution want to double their number of teams is not an advantage for us for the moment. Our interest is about how to avoid problems that could impact us negatively. The stake of our communication is that we have resources, but we are not capable of using them correctly because it is not our job, or we don't have the time"* (2019). The problem he is referring to is the Fribourg's team and the UBS contest case and the loss of value for CHIC. As he said,

and it has been highlighted in the analysis several times, they need to put in place clearer rules and structure concerning the communication and use of their name and image. By doing so, it would allow protecting CHIC and themselves, because ultimately, there are the universities' employees and are liable to them. These suggestions and the following will be discussed further in details in the next chapter.

Their foremost duty with CHIC towards their employees is to teach students competences and offer them a learning experience. It is, therefore, crucial to keep this dimension in everything they require to the students to do. Till now, students were asked to create content published on CHIC's website and social media. They are, therefore, valuable resources for CHIC in the communication strategy. But, to be effective, and as already mentioned in this chapter, providing students with rules and guidelines is becoming a necessity to protect CHIC's core. Aeberli added that from next edition, students would have to sign a document proving their seriousness and engagement. This document is already a good step forward for CHIC, but a notion of communication and use of CHIC's name and brand assets should be included. Adding these notions will protect CHIC's staff, professionalize the students, and make them more aware of the stakes of what they publish under the name of CHIC.

Up-to-now, communication aimed at presenting students' work and progress. But, one problem with this strategy was the quality of the content created and the regularity since it was handled directly by the students. From a pure technical and content marketing point of view, the content of poor quality is harmful for the SEO of a website and can have massive repercussion on the image of a company. But to improve the content, besides teaching the students the good-practices, it requires to know what is performing and what can be improved, thus, defining key performance indicators (KPIs). As emphasized in section 1.2, setting objectives and KPIs are crucial for every business to track their performance and take focused strategic decisions. CHIC's staff lacks KPIs with their current communication, mostly because with their digital channels, they do not know which one to look at. Again, it resulted from the lack of resource of people with the time and skills to set KPIs, track them, analyze them, and take decisions based on the results. Goals and KPIs are essential to set-up for monitoring and guiding the development of CHIC's overall marketing actions.

Finally, the question of what and how to communicate arose while talking with Aeberli. CHIC needs a unique narrative to be worth promoting but does not know how (Aeberli, 2019). Here, the difficulty arose from CHIC's model: it is an educational program, not a

product to sell. Open.CHIC, in its current beta stage, would have the model of a service. And in both cases, to promote a program or a service efficiently, it is promoting its values.

The principal problem for CHIC's staff in the implementation of a communication and development strategy highlighted in this section resided mostly in the lack of human and time resources of CHIC. Creating rules, contracts, guidelines, or resources for students and partners' institution to protect CHIC's core would take time to create. But it would save considerable time and energy in the future.

Recommendations regarding improvements of the current communication, valorization, and protection of CHIC, while setting the basis of Open.CHIC's development will be discussed in the next chapter.

### 3. Discussion

This report aimed to analyze the current communication strategy of CHIC and audited the content and its communication channels, as well as examining the publications about CHIC from its different partners and stakeholders.

However, when starting this research, the initial objective was to emphasize the communication from CHIC's network, instead of developing it internally. The different analysis and learning gathered redefined the overall goals to be more inclusive of CHIC's staff. It also proved the importance to manage their communication channels, especially intending to deploy a service: Open.CHIC.

This chapter starts by summarizing the main findings of the analysis and redefining the different goals, opportunities, and barriers of each stakeholders regarding CHIC's communication. Then, recommendations and personal suggestions will be provided about CHIC's communication to protect its core and valorize the program.

#### **3.1 Redefinition of the goals, opportunities, barriers and needs in term of communication for CHIC and its different partners.**

The first section of the analysis explored CHIC's digital ecosystem and audited its content. It provided insights regarding the demographics and behavioral analysis of CHIC website's visitors, which data could serve as a basis to define Open.CHIC targets. The content and social media audit highlighted the satisfying performance of the Facebook page and positive feedback for Instagram, but the benchmark data also proved that improvements are possible. Facebook should be the priority regarding social media and diversifying its content could bring positive results. A LinkedIn business page could be created. The social data showed sessions coming from these sources and would allow CHIC's staff to better track and be tagged by the institutions, partners, sponsors, and students. Twitter could be used more in China when many events happen with companies. The correlation of the sessions data and CHIC's timeline showed higher activity at times corresponding to CHIC's milestones or events, as for the social media and Facebook views' rates. Finally, implementing an emailing strategy could be a powerful tool to maintain and grow CHIC's network broader, which could be especially useful in the deployment of Open.CHIC to foreign institutions. These results provided relevant indications concerning the development of a content plan and calendar.

The objectives of the second part of the analysis were, first, to evaluate the potential to take advantage of CHIC's partners' network to communicate about the program. Secondly, it was to assess their publications and backlinking's quality level. To perform

this analysis, the social and referral acquisition reports of CHIC's website were analyzed. Also, publications about CHIC on each partners' website and Facebook's page were extracted. The results showed that over the last five years, there were many publications or articles about CHIC from its various partners. But half of them were not referencing CHIC correctly, resulting in visits' loss, harmful for the SEO, and reputational or image risks, such as highlighted in the following section. That part showed the potential to improve the referral and indirect communication about CHIC by requiring more posts and a better backlinking from the institutions.

A concrete example of the harmful effect of lack of referencing in communication was provided in the third part of the analysis with the Fribourg and UBS contest case. That case highlighted gaps between the attempt to promote CHIC by the Fribourg supervisors with the participation of the team in the contest, and the actual promotion of CHIC, that was inexistent. The case highlighted the students' lack of knowledge and experience regarding media management. The case also emphasized the gap between the HES-SO's institutions and CHIC regarding the program's promotion. Mainly since Fribourg's supervisors and CHIC's staff never discussed beforehand the team's participation in the contest. Different elements led to conclude for the need for rules and guidelines regarding CHIC's communication from its partners. These rules should concern mostly the use of CHIC's visual identity and branding, to ensure the program's image protection, and that the staff gets credited for CHIC. Last but not least, the need to avoid such lost opportunity to promote CHIC.

The last part of the analysis confronted different supervisors, students, and Marius Aeberli with the different data and learnings gathered in the previous sections, to understand the stakes to develop a communication strategy. Therefore, the insights gathered during the various interviews form the foundations of the following recommendations.

The students undergo a lack of communication in their universities. Several informal discussions and the survey proved that many students did not know CHIC until the last moment. If the website was their first informative source before applying, word-of-mouth, and discussions with teachers and CHIC's alumni played an essential role in attracting students to enroll. Participants, therefore, played the role of ambassadors for CHIC and what they say about it is not negligible. Moreover, students played a crucial role in the creation of content, but the quality was sometimes missing, and the students were not consulting it much. They would be interested to see more diversified content.



Completing the Fribourg case's part, the students were not armed to ensure adequate coverage of CHIC. They lacked some leverage to correct the mistakes in the various publications covering their victory.

As the number of team increased, more structure and rules would be needed to reduce their mistakes in the public sphere and emphasize the learning outcomes from marketing actions.

The interviews with the supervisors from different HES-SO showed similar opinion but also divergence regarding the communication about CHIC. The program is getting more attraction, and some schools want to increase their participants' number. However, institutions still face some managerial and promotional issues, such as the application process that requires each year to find new supervisors and students. That last point may be the results of weak or inexistent communication, as highlighted in the third part of the analysis.

Moreover, it appeared that the communication department in different schools was inefficient, and the supervisors had trouble to push the publication of news or content about CHIC. Because the supervisors, in general, are not expert in marketing, it is also difficult for them to know the good-practices and tools to promote the program. They confirmed that having a calendar or structure to help them in the content creation would help them. This section also emphasized the need for more autonomy and structure for the HES-SO's institutions. More structured autonomy in the HES-SO's institutions would ease CHIC's staff workload, protect them from any reputational and image risks, and take more advantages of the institutions' network.

Finally, the last section emphasized the principals' needs and objectives for CHIC's staff. As highlighted in the prior analysis, they need to define more rules and guidelines with the students and institutions. The main reason is to protect themselves, their reputations, and the EPFL's image and reputation that employ them and provide a significant source of financing. Rules and guidelines should also avoid risks and lost opportunities to get visibility and raise awareness as it happened in Fribourg. Finally, minimizing the students' mistakes regarding the public publication about CHIC, and ensuring that they learn from it. Adding a notion of marketing and digital communication in the learning objective of the program could be beneficial for CHIC, and at the same time, to teach students new skills and knowledge that are becoming more and more valuable in every business.

Also, one of CHIC's staff's difficulties was trying new digital action but without analyzing their results and impacts. The metrics and data analyzed provided benchmarks to define KPIs to track and monitor the digital activities. Finally, one last unknown was the narrative and what to communicate about CHIC to valorize it. For CHIC as for Open.CHIC, to valorize a program or a service, the best-practices are to promote its values. The solution to that is to use the twenty “CHIC learning objectives<sup>7</sup>” (Appendix 9) as the basis of a content plan.

## **3.2 Recommendations**

This section proposes different recommendations and suggestion for CHIC's staff based on the redefinition of the previous objectives, barriers, and needs while taking into account the question of resources.

### **3.2.1 Protect CHIC's core by structuring the communication from the HES-SO's institutions and improving the frequency and quality.**

The first steps in protecting CHIC's core should concern structuring and giving more autonomy to HES-SO's institutions. But also providing them with structures and guidelines to ensure sufficient and adequate communication and referencing, as well as defining communication contracts to ensure that the latter points are followed.

CHIC gets more and more interest from different institutions, and the schools want to increase their number of teams. It became more and more difficult for CHIC's staff to manage all students. Assuming that until Open.CHIC could be deployed efficiently and could replace the current implementation of CHIC in the HES-SO's schools, these latter communication needs to be structured. It means to improve the frequency and quality of the publications, as well as officialize CHIC on the different universities' website.

#### **3.2.1.1 Providing communication guidelines and structure**

In its current state, CHIC has the support of a few individuals in each institution. These people are not expert in communication and marketing and have trouble to overpass their communication department issues. Providing guidelines on the content to publish with precise structure could ensure better visibility of CHIC, ensure proper referencing of the program, and also help in attracting students and teachers to enroll in the different institutions.

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<sup>7</sup> Available on the beta website of Open.CHIC, at: <https://open.chi.camp/learningobjectives>

Appendix 8 proposes a basic calendar plan (non-exhaustive) to provide to the various supervisors, as well as some basic guidelines regarding the creation and writing of content (non-exhaustive list either). The calendar plan provided is based on the different insights and data gathered throughout this research.

Also, providing the supervisors with a CHIC's presentation deck to use when presenting the program could be advantageous. It would ensure that the right information is transmitted, and the investment required by the students is covered since that process was weak in some universities.

HES-SO's institutions should promote and communicate about the teams and projects so that the schools could also be credited and get recognition, but always referencing CHIC who curates the program.

### **3.2.1.2 More autonomy in the HES-SO's institutions**

By providing communication's structure and guidelines, HES-SO's institutions could be more autonomous and ensure better promoting of CHIC.

To give them more autonomy while protecting CHIC's image, one first and straightforward step would be to create separate Instagram accounts for each Canton's teams. It would be a first natural step in the autonomy's process and serve as a test for Open.CHIC, by tracking the traction and engagement on different social accounts.

CHIC should be officialized with references and backlink on each partner's institutions' website, especially since the majority grants ECTS credits for the program. That information should be accessible to anyone. It could be positive for universities to display CHIC in their program's offers to attract students to enroll in their school. To give the universities an incentive to do it, a backlink to each schools' website should be added to the institutions' page on CHIC's website. In addition, a brief description of the eligible students for applying should also complete these pages. Furthermore, adding more text blocs, which are key-word optimized, can help in term of SEO. Finally, to ease the workload of the staff and give autonomy to the schools, a contact form sent directly to the supervisors would simplify the application process. In short, each university should improve their landing page with more specific information, as well as presenting CHIC on their website.

#### **3.2.1.2.1 Limitations**

To give more autonomy to HES-SO's institutions would also mean redefining the structure of CHIC and how each school manages the program. The academic calendar's

issue shows one of the difficulties to follow EPFL's one and the divergence regarding the increase of teams. More autonomy would require, for instance, more involvement from the supervisors and be autonomous towards the management of the program and coordination. It would also require the redefinition of the participation of teams in the different joint milestones and finding staff with more diversified skills, as it would be the case if Open.CHIC was implemented in the institutions. These are critical managerial and structural questions for CHIC's staff, but not developed in this research paper.

### **3.2.1.3 Rules and communication contract with institutions**

The following is a non-exhaustive list of rules' topics to detail. The author's capacities to detailed them or propose proper regulations are limited by the numerous parameters unknown regarding the agreement and functioning structure between CHIC and the institutions. The following suggestions concerned communication rules' needs based on the insights gathered throughout this research paper. Some of the following rules also target students to professionalize them and make them more aware of their actions' possible impact when using CHIC's digital channels.

- Regulations regarding the use of CHIC's image and brand identity assets.
- Association with other brands/companies, participation in contests during the program.
- Mentioning CHIC for a defined period after the participation of a team if any institutions' publication is related to CHIC or a team's project. (for instance, HEG-GE posts of Guido winning Genilem) (Appendix 24).
- Respecting the communication contract, and the resources provided (calendar plan and CHIC's presentation deck, and to respect the guidelines provided)
- Permanent backlink and "one-sentence" description of CHIC on their website (in exchange to a landing page improved on CHIC's website).

Rules' topics for students:

- To respect and use CHIC's digital network professionally.
- To request CHIC's approbation before using CHIC's image assets / promoting / participating in a public and external event, during the program.
- If the teams choose to continue to develop their project after the program, they should add a mention "curated by CHIC" on their website and digital channels.
  - Plus, they should mention clearly that the project was initially developed in the context of CHIC for a specified period.

This non-exhaustive list is also limited by the author's capacities to define the implications of disrespecting the rules and contracts for the different stakeholders.

### **3.2.2 Valorization of CHIC through communication**

Following the logic of the recommendations provided above, if the institutions handle the promotion of the program and the projects, CHIC's staff should focus on promoting the values of CHIC. These values should serve to create a narrative forming the foundation of Open.CHIC's communication and deployment strategy.

#### **3.2.2.1 Improving social media reach and social acquisition**

Social media are powerful tools to reach all different stakeholder of CHIC, raise awareness, and develop its network. As the social media analysis and content audit proved, they are valuable and a prime source of traffic and visitors for CHIC. The different data and metrics extracted should provide a benchmark and starting point to continue to track their performance. As mentioned in a previous section, the emphasis should be on Facebook, Instagram for the students and different institutions, create a LinkedIn business page, and use Twitter occasionally. Also, the content should be broadly diversified, especially because according to the author's observations, CHIC's staff has a vast pictures database from the various milestones and the trip. Finally, integrating an emailing strategy would be strongly advised. Capturing emails from all the various projects and programs (Open.CHIC, N-Visioning, Inssinc, Prototyping-World) would be easily set-up. These emails could be useful in the future, and to send from time to time a newsletter to CHIC's network. This strategy would also help to maintain relationships with some partners, regionally, and internationally. Finally, the various correlation between the timeline and the activity peaks proves that people are interested in CHIC's content and will serve as the starting point of the communication calendar.

#### **3.2.2.2 A valuable resource – the students**

Students are a valuable resource for content creation. But to take advantage of them, the limitation resides in the learning program. Since CHIC is an educational program, to require more diversified and qualitative content, it should be part of the learning objective and plan of CHIC. Therefore, adding a communication and marketing aspect in their program and provide resources about good-practices in digital marketing and communication to the students would be suggested. The advantages would be double: the students would discover new topics and acquire additional skills and knowledge. Secondly, the content's quality could be improved to valorize more the program, which is advantageous for CHIC's staff.

The suggested topics to integrate into the learning program or in the form of resources are:

- Basics marketing and communication dimensions (which could also be useful in the development of the project, especially for the business's students)
- The good-practices regarding the use of social media
- The basics of SEO (which the technical SEO could be useful for students learning development) and SEM (search engine marketing).
- Advice regarding blog posts' writing (length, tone, picture, key-word, etc.)

### **3.2.2.3 *Draft of a communication plan based on the twenty "CHIC learning objectives"***

Finally, this research paper aimed to define a communication strategy and draft a content plan for CHIC's staff. Based on all the different findings and recommendations, the author's vision of a content plan was created, based on the twenty "CHIC learning objectives" to promote the values (Appendix 9).

The different elements, metrics, and previous suggestions are part of the content plan provided in appendix 10. The calendar plan suggests the type of content to publish, either created by the teams or the staff. The calendar is also based on insights from the different correlations between the peaks of activities and CHIC's timeline. The twenty learning objectives serve as a source of inspirations to promote values and to extract key-words to optimize. Plus, using hashtags, tagging the partners or people, and using tracking codes on the website and newsletters should become an automatism and be consistent.

If this calendar is aimed to be used by CHIC's staff, it could without problem complete and enrich the calendar plan created for the institutions (Appendix 8).

### **3.2.3 The recommendations applied to Open.CHIC**

If the program continues to grow, it will be necessary to give more autonomy to the different institutions and to change the structure of CHIC's implementation in the HES-SO.

How CHIC's core, CHIC in HES-SO and Open.CHIC internationally would cohabit and be structured would require more in-depth analysis. Also, it would need to evaluate the possibility to integrate Open.CHIC's structure to the current HES-SO's partners, to give them more autonomy and independence toward CHIC's staff.

The valorization of CHIC and the various suggestions regarding communication should serve as a benchmark and test the market before deploying Open.CHIC. It would be thus needed to analyze what is working or not and make some adaptations regarding Open.CHIC 's promotion. The deployment of Open.CHIC would also need the current CHIC's network to raise awareness for the program to a broader scale.

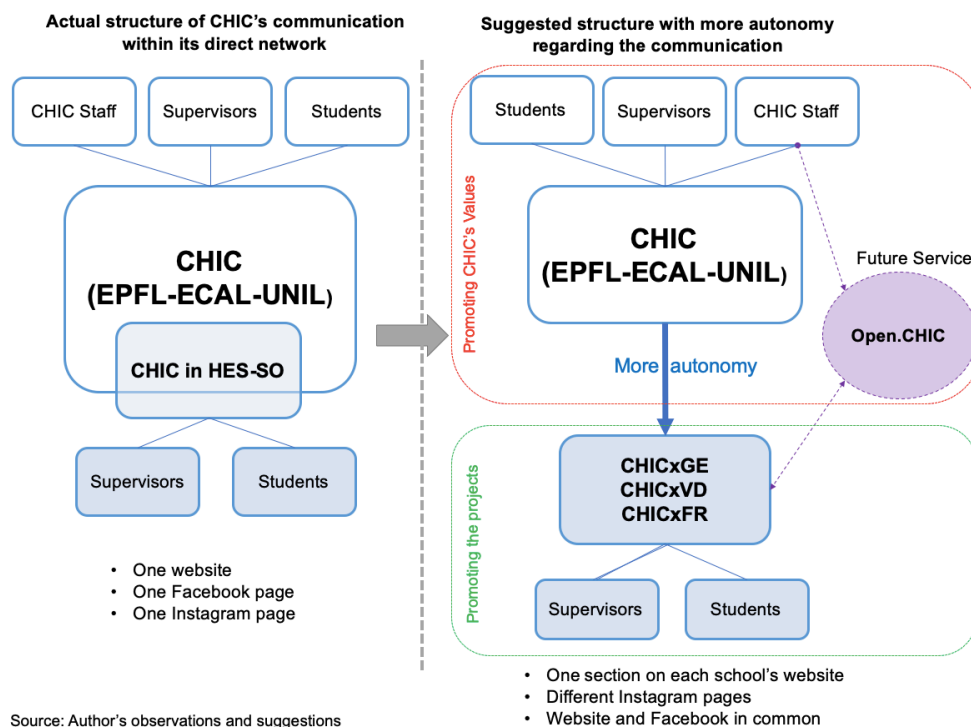
Finally, the risks, rules, and contracts' needs highlighted for CHIC, would be mandatory in the context of Open.CHIC to ensure staff's protection, the right development, and minimizing risks since they would be liable and responsible for it.

### 3.3 Synthesis

The growing attraction for CHIC in different universities is favorable but also raised many managerial issues and communication issues. Since more institutions are joining the program, and the HES-SO's schools want to develop their teams, CHIC's staff is confronted with the limitation of their capabilities and resources. The communication and promotion of CHIC is one aspect of the growth that could be handled better by structuring and giving more autonomy to the different institutions.

The content analysis of the various partners, and referral and social analysis of CHIC's showed potential for improvements. The overall recommendations aimed to give more structured autonomy to the different institutions. Figure 11 illustrates in a simple form the core of the suggestions.

**Figure 11 – Illustration of the recommendations proposed**



The first set of recommendations concerned the need to protect CHIC's core and image from any promotional or communication risks. It also aimed to ease the staff's workload

by structuring and enforcing some rules and guideline in the different institutions, in particular regarding communication and image's association.

The second set of recommendations concerned the valorization of CHIC and the draft of a content plan as the foundation for a communication strategy to test before replicating it to Open.CHIC. The process to end-up with these recommendations followed good-practices and the theoretical concepts explained in the first chapter. Finally, the different recommendations were briefly confronted in the context of Open.CHIC, that if deployed, would require a more substantial communication strategy.



## 4. Conclusion

The growing attraction for CHIC in different universities is positive but also raise many managerial issues and questions regarding the communication and its promotion by CHIC's staff as by its partners.

This report aimed to analyze the current state of the communication strategy of CHIC, their partners' publications and evaluated the potential and limits to develop a communication strategy with the different stakeholders.

The analysis, based on quantitative and qualitative data, explored CHIC's digital ecosystem and evaluated their channels and current communication. It then assessed the publications from the partners. The referral and social acquisition channels analysis aimed to determine the potential to take advantage of the partners' network. It was illustrated with a concrete example of a loss of visibility for CHIC, and finally, it confronted the different learnings with different stakeholders' perspective as well as with Marius Aeberli.

This paper provided different recommendations and suggestions following the main CHIC's staff's goals: protecting the core (i.e., the staff's reputation, image, and the reputation of their schools that ultimately employed them) while valorizing CHIC through an adequate communication strategy.

Because of the growing number of teams, the first recommendations concerned the HES-SO's institutions. They aimed to structure the HES-SO's communication with rules and guidelines to ensure a proper referencing of CHIC, and that the right information is mentioned. Also, they aimed to improve the communications and posts' frequency and quality according to digital marketing good practices. Structuring and ruling their communication should also help to give the HES-SO's institutions more autonomy to ease CHIC's staff's workload and minimizing communication risks and reputational damages. But, giving more autonomy to the institutions is limited by the current structure of CHIC and would require the definition of a new model, or the implementation of Open.CHIC in the HES-SO's institutions.

CHIC is an educational program, and thus difficult to promote as per se, but, if considered, as Open.CHIC, as a service, the promotion should be based on its values and learning outcomes. A digital communication strategy should be defined and first tested to CHIC, and then adapted and improved to deploy and promote Open.CHIC. The analysis highlighted the potential of enhancing social media reach and acquisition. Besides, students represent a precious resource for CHIC's content creation. But to

improve the quality and require more from them, a marketing and communication aspect should be added in the learning objectives and program. It would be beneficial for CHIC's communication, as well as teaching additional skills to the students. The draft of a content plan was finally proposed to serve as the foundation to develop a complete communication strategy.

Finally, the different suggestions were confronted with Open.CHIC. Many questions arose regarding its development and its implementation in the institutions instead of CHIC's current form. Finally, it emphasized the necessity to promote Open.CHIC to get traction and to find test-users to deploy it a broader scale.

The different recommendations tried to address CHIC's lack of resources with simple actions to put in place by the staff. Many digital marketing tools and software not presented in this paper exist that can help the automation of some tasks. The time issues would be the most difficult to address in the short-term, as the different suggestions require some time investment to create and put in place. But in the long-term, they would ease the staff's workload, protect them, and allow them to focus more on the core of CHIC and the development of Open.CHIC.

## 5. Epilogue

The epilogue is not part of this research paper and is just a personal comment on my participation in CHIC.

The multidisciplinary aspect and the creation of a prototype, to create something from A to Z, were the components that excited me the most and motivated me to participate.

I imagined that my role in the team would be more focus on business development with more hard skills to apply, such as accounting, marketing, or supply chain. But to my surprise, I ended up practicing mostly my soft skills, such as project management, communication, and leadership. If I personally experiment with some issues with my team, which were mostly about communication and vision, these different soft skills classes were the one I experiment the most. I learned a lot about myself and my managerial skills. I discovered many topics, got interested in domains I would not have imagined too, and opened my mind to the different ways of thinking and working. The different workshops were insightful and challenged me on various domains. (It might be the only times where it did not bother me to wake up in the weekend to “study”).

The travel to China was the most exciting and enriching part of CHIC. The multiple workshops, visits or meeting with companies, representatives, accelerators and Chinese students were the best learning experiences, and opened my mind on a different country, different culture, and different way of doing business. Moreover, spending time with other teams also allowed me to understand that we faced the same trouble and difficulties during the program. Sharing our different experiences were insightful.

Finally, presenting our functional prototype in front of Chinese students and makers was the culmination of our hard work. Seeing the interest of different people and receiving positive feedback from the accelerator Brinc. Our concept and storytelling were understood, and they saw the potential for NOX lamps in Asia. It is one of my most memorable moment of the trip, and for which I am really proud.

I could only recommend to students interested in product development, innovation, and emerging markets to participate.

CHIC is an amazing, human, cultural, enriching, and especially intense experience!

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## Appendix 1: Interview of Cédric Junillon – Coordinator HEIG-VD and Head of International Relations

Yverdon-Les-Bains, 20.06.2019

*This is the 1st participation of HEIG in CHIC. How did your school join the program?*

We joined CHIC in the middle of the program, while the other teams had started for months already. The discussions with the Canton of Vaud that finances us culminated in November. When we get the approval in terms of budget participation from the Canton of Vaud, we had nothing else ready yet. So, we then had to set up the program and recruit students. And we officially started in February, so three months after everyone else.

CHIC is part of the activities we want to develop in our portfolio of international activities. It was the Canton of Vaud that put us in relation with Marc Laperrouza. I personally had already heard about CHIC, but I had not necessarily thought to participate. As soon as the Canton told us that they were ready to finance the travel part, it became immediately more interesting for us.

*How do you find the experience for the moment?*

My role is exhausting (laugh), but otherwise extremely interesting and positive. I think it's a great opportunity, even though we will need to make some adjustment to be better next year. Our students are also very positive about the experience.

*What can it bring to your students?*

First, learning to listen to each other's, to need others, and to work in groups. I think that our students, in comparison with the EPFL and HEC, experience less interdisciplinarity and openness to the other departments. Our students have three very intense years, where they learn a lot of technical stuff. Therefore, I think it brings them a lot in terms of project management, understanding how it works in other areas, and listening to others. And I think it's very important also in term of human relationship and social skills.

*Does engineering and business student happen to have courses or projects in common during their program at HEIG-VD?*

It is rare. When it happens, it is inevitably during their last year, and perhaps only one course. Besides, the engineering and business school are separated over two campuses. The students are in two different worlds and do not mix with and know each

other. We are working on changing it, but as long as we have two buildings, it is complicated.

### *What can CHIC bring to your school directly?*

As I said, it brings a lot to the students. For the teachers who supervise it, it's very interesting, and it brings them new ideas. For the school's benefits: since I am the head of international relations, so I try to have a broad portfolio of offers for our students. And I think CHIC is a wonderful project to offer to our students.

Finally, CHIC is a beautiful program to showcase for a school, and to promote it. Not only because we are associated with other excellent schools like ECAL or EPFL, but simply because it's a great project.

### *Do students get credit for CHIC?*

For HEG, it's a course, and it does not really impact the study plan of the student.

For HEI, it's their bachelor thesis. The engineering student either have their courses full-time until mid-May and then have full-time for their Bachelor thesis. Either they have about 70% of the courses but until mid-June, and then work on their Bachelor Thesis. All students have to submit it by early August.

### *When did the CHIC registration process begin for HEIG students, and how did it happen?*

Since we had the validation very late, I wrote in the urgency a description, with the objectives and conditions for each department. I sent this to all students by email via the internal newsletter of the school. I had to do some follow up because some department did not get back to me. I also asked each department Mobility manager to talk about CHIC in their courses.

We did not have the time to organize a presentation for the students, plus the fact that the campus is separated did not help.

### *How many students have registered?*

Students had to do a simple application form (grades record, motivation letter). I will not hide it; we did not have a lot of registration. I managed to get at least one or two from each department. The selection process was quite simple (laugh).

Our students are very attached to the importance of the Bachelor's thesis. They feared to get engaged in something so vague for such an important work in their cursus.

*Did you plan to start earlier the registration process or to do changes in the organization next year?*

First, we know that we are going to participate again. So, it gives us five months more than this edition. We are going to be able to communicate on it from the beginning of the semester. We organize the students' Bachelor Thesis presentation, where the team will present what they did this year. Our goal is to capitalize on it to push more student to participate.

*How is planned the calendar of CHIC here?*

Since our students joined the program at the second Milestone in February, they were frustrated because they had nothing, when the other teams were working for months. We caught up as we could. For the following Milestones presentations, I tried to give them more time than according to the EPFL calendar. Students were frustrated, because of the school calendar did not let them much time to work together until recently.

It is complicated to coordinate when students have most of their time available to focus on CHIC from mid-June.

*Who is responsible for the communication about CHIC in your school?*

I did it. I also pushed the communication towards the school communication service so that they value it and publish it further. But let's be clear, it does not seem to me that there was anything, except what I did.

*During my research, I found on the HEIG website only one link/articles about CHIC, dating from February. It was an announcement for the participation in the program. The school Facebook page account more than 3,000 likes, but there were no posts related to CHIC.*

I pushed the publication of an article on LinkedIn a while ago too.

It's a big problem, but I think it's general for the school. We have communication tools; in which we push the news, and we try to push the school to publish them forward.

There is an article that was published because I did it (about the program launch, in February). In addition to the website, it was published in a newsletter sent to all the school's partners: Alumni, partner companies, and local communities.

*Is the communication department managing the publication of news that you transmit?*



Yes, I send them via an online interface and ask that it reaches this or that public. They decide a little on the form. Sometimes I try to push and remind them that we have news and I would like them to publish and promote it.

But, it's a sensitive subject in the school.

*Why are there no more news about students' projects and CHIC?*

I cannot tell you more than that. I think HEIG is a school that does a lot of things, but its visibility is not as developed as all its projects and activities.

*What is stopping or preventing further communication and promotion of the program and the students' project?*

... (No answer)

*Do you think that more communication on your school's website and networks about the program would be beneficial?*

This year, it was complicated to communicate more because of the delay. But next year I think we will do better because I will take care of it and we will have more time. I think the lack of communication in general about the school prevent to change the dusty image it had, whereas it's an excellent school. I regret that very much.

I think that what makes students actually enroll in a school is to see this kind of program. If we emphasized more this kind of initiative (CHIC is one, but I manage others). I think they are not very visible either. I am convinced that a young person who is wondering which university or HES he wants to go; he cannot know half of what we do.

*If the CHIC team asked for more publication over the year, what would you think?*

I think that if CHIC told the school that "we've looked for link or article on your website about CHIC, but there is nothing" I think it would help and push the communication of the school since I would not be alone internally to ask for it.

*If CHIC provided you with a structure/guide and a "calendar" of publication that would define what and how to communicate on CHIC, would it be useful and feasible to put in place? Would you use it?*

Yes, it would help.

I have to say mea culpa; communication is not my area. I pushed things once or twice, and I think that the project Kneet is going well, and I could have pushed back more into the communication system. But If they will do it, I do not know.

*I noticed that on the CHIC website, there is a page for each university, but there is no link pointing to the university websites (for all university). Since backlinks are really important for improving the SEO of a website, it can be also beneficial for each school that CHIC link to them. Do you think that if CHIC requires more links and communication about the program in each school, they should also link to your website?*

Yes, I think that would be better indeed.

*To finish, what will be done differently next year?*

First, to start earlier. Even if it is difficult to have exactly the same timeline as EPFL because our students officially select this program for their Bachelor's thesis in November/December, however, we can start the communication earlier, and organize information sessions. And above all, capitalize on what has been done this year.

It is mostly calendar adjustments; for instance, the last milestone will be done much later than the EPFL.

I find the formula of the program excellent and very good. Maybe we will have a 2nd team since the Canton de Vaud would finance it. I think our students felt a bit lonely sometimes.

## Appendix 2: Interview of Serge Ayer, Coordinator HEIA-FR

Fribourg, 21.06.2019

*This is the 3<sup>rd</sup> participation of Fribourg in CHIC. Are you still satisfied with the program and what it brings to your students?*

We try to have a team every year. There are two aspects to rework every year: it is primarily the recruitment of students and teachers since there is nothing truly established. The students change every year, of course, but it is also difficult to find supervisors. The first communication done is internal to recruit students and ensure that there are teachers who will supervise them.

*Did every year the teachers supervising change?*

Yes, CHIC is part of our students' bachelor project. At HEG, they are practically doing it off credit. The engineers work for their Bachelor and Semester project. They receive credits like the other students, and a teacher of their department supervised them.

*How many departments are there?*

Four: mechanical engineering, electrical engineering, computer, and telecom. I'm in charge of these last two sectors, and I can more easily look for teachers to supervise. But, in other departments, I am not able to supervise.

This is the first step in the communication process, and it is not always easy, because you have to explain again every time what is CHIC. The other aspect is the students to recruit every year. The attractive element is the trip to China, of course. But as it requires more work than a standard Bachelor project, we still have to promote and convince people.

In general, we always have a few more candidates than the available spots. But we still have to do this recruitment process, and it's not so easy.

*How is the recruitment process?*

We start at the beginning of the fall semester. Students begin working a bit but off credit. We did not participate in all the workshops with the EPFL, but we organized some here. The recruitment process starts in September, and we chose in October the students to start the project. They properly begin to work on their project for credits and their Bachelor in the spring semester.

At HEG, they work all year almost without credit. But there were a lot more candidates. This year they had a dozen for two places. They indeed did a selection process. Here, we had to select only in the telecom sector. In others, we had just the right number of students.

*Did the students need to submit an application file?*

At HEIA, we organize a meeting with the student. We have access to their grades and discuss with the head of their department to see if the profile matches, who are motivated, and team-players.

The other part of communication is when I negotiate the budget every year with the direction. The school budget mostly finances travel's costs. For the rest, there is a regular budget for student projects.

*Is it easier to obtain the budget over the years?*

Since we are talking about communication, I think that schools like when we create visibility for them with these projects. Since the school must also negotiate its general budget, it is important that these projects have visibility.

The school participates in other projects like the Hydrocontest. It's a solar boat contest, which costs more money than CHIC, but there are some sponsors. These kinds of projects please the school, and it is necessary that it gives a little media exposure to the school.

This year, I encouraged students to participate in the Innovation Challenge competition organized by the HEG and UBS. I intended to give a little more visibility to the project and to obtain some media coverage by either participating or winning. That's what happened.

*I bounce on this point precisely. Expect the recent news related to the UBS contest, I found few or no news on CHIC on the school website and social channels (Facebook and LinkedIn) from April 2017 to April 2019.*

In recent years we had indeed given very little visibility to the project and very little work on it; it's not so easy to organize. There is everything internal to the project, such as students who spend a lot of time communicating via blogs and Instagram. On the (CHIC) website, there is a lot of information on the projects. But I think there are very few projects out of this framework.

*There is little coverage, indeed. According to my researches, there are very few schools and universities who have posted anything about CHIC. You mentioned a lot the communication aspect, but compared to what I find, there have been very few, if any. Moreover, in the two articles of the L'Illustré about to the UBS contest, CHIC is never mentioned.*

This is an order debate. I did not read the articles before their publication since the journalist, did not submit them to me. The students asked the reporters to mention CHIC, but they did not ask to re-read either. During the presentation for the contest, they introduced themselves as being part of CHIC, but indeed, it is not mentioned in the article. I noticed the problem, but unfortunately, it was too late to change anything.

We must say what it is. This contest is done, among other things, to give media coverage to each of the actors. UBS wants media coverage because they organize it. I give my point of view, but they want to promote the fact that they encourage innovation. The HEG seeks to highlight their collaborations and promote innovation and entrepreneurship. And finally, the CHIC project at the end.

UBS organized the article with the L'Illustré to ensure media coverage of the five finalists and the winner. I wish that CHIC was put forward because when you read the article, you get the impression that the students gathered at the corner of a bar table once and they had this idea and that "boom". The whole CHIC process is not at all put forward neither that it is an academic program. It is a shame.

Compared to previous years, the projects had no media coverage, not even internally from the school. They were presented, for example, during the Bachelor projects presentation. We had a stand in an area with other interdisciplinary project whereas usually they are shown in their sector. We emphasized the multi-disciplinary side of CHIC, with a more central presence at the school level.

With the contest, the idea was to create a presence and some visibility. It is not easy to take the project in itself and its context and make it visible, because it's not a project that leads to a company, for example. This is not the goal of CHIC to create startups and businesses. But, as long as it has only an academic purpose, it's not that simple to give it visibility and to get out of a strict student work context. The idea to participate in the UBS challenge was really to give it more visibility.

*Who is in charge of the communication of the school in general?*

There is a communication service within the school, and their missions are quite diversified. First, it is the promotion to recruit students. The different departments also handle that. But the rest I'm not entirely aware.

In general, if we have an internal event and want to give it a presence on the media, we can request them to promote it, but not necessarily. Our school has a cantonal coverage and influence. We have to make sure that when there are events like open doors, or we want to invite local visitors (parents, local businesses), they are the ones who take care of it. They also take care of an annual presentation of a few bachelor's works in the local press.

Last year the CHIC project was presented in La Liberté. But it was introduced under the name of mechanical engineering. (It does not mention CHIC's name, but the EPFL yes).

Typically, this article we cannot find it if we do not know what it is I think. But again, I could not read it before the publication. If we can re-read an article, we ask to add things but if we cannot, it's difficult to ensure a good referencing.

*You say that more communication can help with the visibility of the school. But why do you think there is no more communication around CHIC?*

I do not know if in general, our schools are very active on social networks.

*They are active on Facebook and LinkedIn and have a good "fan base". They post pictures, events, contest, and so on. The content is quite diversified.*

The difficulty is that so far, we have profiled as student projects. For example, this year, we are going to have 50 Bachelors projects in the telecom-computing department. CHIC is one of these and not the only one. So, we have to create unique events that will make us talk about it. I think that if we just run the project as it is, if we do not participate in a competition, I do not believe we can monopolize these tools because we will tell us: "why this project and not another one? ». For a project like CHIC, I have the impression that we must give it a particular dimension, like a competition, to communicate on it. Even for the travel, for instance: would we be able to communicate on it? I do not know if we could manage to pass such communication. I think it would be blocked at the school level because after there might be a feeling that everyone can claim what they do. I believe you need to communicate about an event that gives coverage to the whole school.

*Do you think that promoting more projects like CHIC, that are interdisciplinary, innovative, and with this kind of trip, could motivate future students to register in the school?*

Yes, but here we are dealing with the institution, where people have various interests. Of course, I defend these interdisciplinary programs which are very formative. But I think some people do not want a program like that in the school, who want to work in their discipline and are not very interested in this interdisciplinary side. As I said at the beginning, the communication is also done to the teachers to motivate them to be a supervisor, it is not easy, but actually, I do not know why.

This project is a little out of the box, and sometimes there are difficulties. This year at the HES-SO, there was an event organized on the whole interdisciplinary issue. From a conceptual and institutional point of view, the concept is supported and put forward. But afterward, to happen, it is one person who defends and bring forward this kind of concept, and that requires a lot of work.

*If the CHIC team asked to do more publication over the year, what will you think?*

I think if you want to communicate more, you have to create events that are not inside the schools like this year's attempt with the contest. We took advantage of it, even if they did not mention the name. They planned a communication campaign, which is very difficult to organize oneself, and finally pushes the school to communicate, because it values them. If we try to push the communication internally, we can do a little better, but we will soon have the limits of the institution. You have to find visibility outside the school, in my opinion. This year it was the idea of the contest, but there are other possibilities, and I think that is from where will come to a more significant presence of the project in different media and even the schools' web sites.

*If CHIC provided you with a structure/guide and a "calendar" of publication that would define what and how to communicate on CHIC, would it be useful and feasible to put in place?*

We could try it. But to ensure the schools relayed it on their networks, is difficult to say because we have no way to be sure. Even if we plan a certain number of communications, we cannot guarantee that they will be broadcast on our network, since the communication department manage them. Would they agree to relay our information? I cannot say. I think if it stays in the form of an exercise, it may be challenging to create visibility. If we stay in a frame where people speak strictly about

their project, well we remain in what we have done so far. We can improve the quality maybe, but I do not know if it will give more visibility to the project. It would be better to bet on a particular event and communicate on it, which will probably create more visibility.

I repeat myself, but that's why we also did the competition. If I want the project to have visibility, it has to come from the outside, because if I do it myself, it will not work. We must not restrict ourselves to competitions but see what else we can do to improve its visibility.

We can improve things, but if we stay in the state where the students present their project and try to promote this information, then we could enhance that and push some information to the school. But I do not think we will fundamentally change the situation.



## Appendix 3: Interview Friteam – HEIA-FR / HEG-FR Students

Jeanne Moënnat (HEG), Jocelyn Mauron (HEIA), Michel Sahli (HEIA),

Fribourg, 21.06.2019

*This is the 3rd participation of HEIA and HEG Fribourg in CHIC. How did you hear about the program CHIC?*

**Jeanne:** The supervisor for HEG sent us an email in September saying that he was looking for two students to participate. Before that, I had never heard of it. The school does not communicate about it. The CHIC project is not integrated into our learning program, so nobody talks about it in the school, except the supervisor.

**Jocelyn:** At HEIA, it's a little different. It is part of our program as a semester project and bachelor thesis. We got to know the CHIC program at the beginning of the year, with a presentation. We just received an email before that to announce it.

**Michel:** Before the presentation, we had only vague rumors that it existed.

**Jeanne / Jocelyn:** We did not even know it existed before that.

*What interested you in CHIC to participate?*

**Jocelyn:** Especially the idea of creation. With this project, we are free; we do not have a fixed directive.

**Michel:** Same thing for me. Except that it also interested me to work with the electronics and mechanics students, to really create an object in the end, and to do everything from A to Z.

**Jeanne:** Entrepreneurship fascinates me a lot. It's really a goal I have to create my own "thing". I wanted to gain experience, and especially to work with engineers, to create a product. It's something I never did. To see how it works in an interdisciplinary team, the skills they have and how we all work together. Then, the trip to China interested me a lot because next year I will go there for a few months. I wanted to have a first experience with the country. I thought that if I participated in a program related to China, it would surely help me with my own project.

*Since there was not a lot of communication about the program, how did you get more information about it?*

**Jocelyn:** Just the presentation of the teachers, it was pretty clear.

**Michel:** The presentation and also just checked the website, to see the projects from the previous years, to see what to expect.

**Jeanne:** Besides the email, I discussed with the supervisor, and also by looking on the website.

*Was there information that was missing or perhaps not clear? (especially on the website)*

**Michel:** The investment of time that is required. It should be clearly indicated.

**Jeanne:** It's mentioned nowhere. To participate, I had to apply and do an interview with the supervisor and the dean. They told me it was a lot of investment. But I thought it was very vague. There was no planning: they could not tell me that every week we have goals and objectives to reach, every week there are things to do, every month there are milestones and a presentation. There was no specific plan. We were just told "yes, it takes time". They told us that "there will be sessions", but it means nothing, it is abstract, and once we are inside, we realized how much time it takes.

*So, it was more about an internal problem specific to the schools?*

**Jeanne:** Yes, it is the people who recruited us. It's not CHIC in itself.

*So far, what did CHIC bring you?*

**Jocelyn:** It has brought me a lot regarding the processes we use to develop a project. For example, you need to focus on the user and think a lot further and take a broader look at the whole concept.

**Michel:** I also learned how important it is to do interviews. Not to make an approximation because we feel like it would be nice, but to see if it is what people want. Otherwise, you end up with a project that nobody wants. Moreover, it's a problem the previous Fribourg team had with us in their CHIC projects. For instance, they arrived with a prototype at a restaurant, and the owner told them it was good, but he did not need it (*CORE, 2017-2018*). Also, how to work between the different sectors.

**Jeanne:** First, is working with engineers. To understand their own skills, and that there are things for me that seemed so simple but took hours to create. Also, planning and project management, it is not obvious and easy. Especially for myself, the communication within a team. It's a central element, and you have to invest a lot of

energy and follow everything. Otherwise, we are quickly dropped. Since we are 6 in the team, many things change over a week. I learned a lot about that.

*Over the last three years, no or only few communication has been made about CHIC, expect from the moment you won the UBS Innovation Challenge. What do you think about that?*

**Jeanne:** I work at 60% at the HEG, and therefore I know the communication manager. There is indeed is nothing about CHIC, nowhere and nobody talks about it. He once came to me saying that he had seen our blog. I was surprised. He told me that he usually does an article once a year in the school magazine on CHIC in the fall. For the moment nobody contacted me. He also asked me if he could republish posts that we do each week for CHIC's blog. But I have never seen anything. We go unnoticed in the HEG.

Then for the UBS contest, because we won, and since it was advertising the school, it becomes "it's great what you do! We put you everywhere". But, contrariwise, in the article published, they do not talk about the CHIC project anywhere. They put us on the site of the HES-SO, but without mentioning CHIC. I went to see the communication manager and ask him to mention CHIC and add a link. I asked him to add a sentence indicating that our project was part of CHIC program. It was only referring to HEG and HEIA students initially. Everyone puts his interest forward. When nothing happens, we do nothing, but as soon as something significant happens, they advertised on us.

*Did they add a link and the mention of CHIC afterward thanks to you?*

**Jeanne:** Yes, on my request.

*Without considering the UBS contest, do you think that more communication about the project could be beneficial for you or the schools?*

**Jocelyn:** For us, I do not think so, but for CHIC yes. Right now, it's in the dark. Anytime I talk about it to someone outside of the school; no one knows what it is. Even the 2nd year's students do not know it.

**Michel:** For the administration, it's more like an internal project in schools, and not necessarily that you know outside.

**Jeanne:** The CHIC project is set up in schools because of one person. In HEG it is only one person who is responsible. I do not think he's going to be communicating about it; it's not his role.

**Jocelyn:** The HEIA communication manager saw us in the L'illustré for the UBS contest, but she did not know what CHIC was.

**Jeanne:** Once again, we told him that we agreed that he published a post. But with a mention of CHIC. She did it, but we had to ask her. Otherwise, people think it's a student project coming out of nowhere, but no. We do not go to China before we decided to. In L'illustré, it looks like that.

And we could not see the article before it was published elsewhere. I read it during the aperitifs after the results of the contest, but it was too late to make changes, and there were plenty of mistakes.

*What errors were in the article?*

**Jeanne:** Daniel's name was wrong; they wrote "David". The number of boxes in our devices: it is made 7 days times 4 so 28 boxes, and the journalist wrote 24 boxes. And he missed the CHIC project.

**Michel:** Sometimes, they did not know if we were 5 or 6.

**Jeanne:** It was the HEG who wanted to do this article, so it was to highlight the school. It was our supervisor who asked us to participate. Not CHIC.

*Is the school who asked you to participate?*

**Jocelyn:** Yes, to advertise.

**Jeanne:** Yes, they strongly advised us to do it to advertise for CHIC. That's why we started the competition. Our supervisor told us it was an excellent opportunity to promote and get to know CHIC. And in the end, we won.

**Michel:** I think that now people know that a CHIC team won, they will know about it. Because it seems to me that until now, no previous teams continued their project or won something, that's also why we do not see a lot of communication about CHIC. If all of a sudden, there is a team that launches its startup, there will be communication about it. But otherwise, no.

*How was the competition organized, and what were the selection criteria?*

**Jeanne:** We had to send three documents:

- A video of 3-4 minutes that presented our project and explained the objectives, the goals, the project.
- The business model.

- The plan for the next steps.

UBS has received 24 files. We got selected in the last five. We had to present the project in 15 minutes with Q&A in front of the jury.

I think we also win because we represented the values of the contest of “an interdisciplinary student group of the Perolles campus”. And that's what we are. The other participants were either alone or of the same competence. We represented the competition, and we were the most advanced project because we had CHIC behind; we have our supervisor, we have "background", we go to China. The others had only one idea. We also win because it was a good promotion. We were the right group to promote it.

*Did you mention CHIC in your application form?*

**Jeanne:** Yes. In the video, we have one minute where we explain what CHIC is, from where it comes. It is the basis of our project and part of our business model in the resources.

*Did you think about the image it could send to associate CHIC and a contest organized by a multinational?*

**Jeanne:** No, since it was our supervisors who pushed us to do it. They are CHIC representatives, and I thought it was good for CHIC. I think it's somewhat gratifying for CHIC. It means that companies are interested in CHIC projects and can help make them more visible.

It's thanks to the UBS that we could have an article in the L'illustré and advertise our project. After that, people contacted us; they want to see our prototype, we received funds to continue. That's only positive.

**Michel:** I do not think that with CHIC, you make any controversy if you associate yourself with a company.

**Jocelyn:** It's mainly positive for their image at UBS.

*Do you think some communication guideline would have helped you?*

**Jeanne:** After we won, it went very fast. I read the article in the evening, and the next day, it was published. All of a sudden people called us. I did not know what to do, and we did not have much direction. No one from CHIC contacted us. We did not have directives on what to say or not. At one point, thankfully, Mr. Ayer guided us because I

was a little lost with the communication. It was the first time we did this kind of thing. So maybe having some guidelines about CHIC and the communication would have helped. But we did not have some. If at least they give us at a pitch on CHIC. What do we say for them, what are the essential points they want that we say about them?

*I found on the HEIA website a document about your project. Was it part of your application form?*

**Jeanne:** It was the basis of our communication, and the school asked for it. I realized that with the media, you do not control anything. So, I use this document to base our communication and to send it to journalists. I always say that I unquestionably want CHIC and our schools mentioned.

Actually, we realized that when news goes out, people write what they want, and we have no control. For instance, I was lucky to know the head of communication of the HES-SO. and I could tell him to make corrections. But otherwise, it is not possible.

The press resumes what is in other articles. For example, the errors of the L'illustré were on the HES-SO web site. We corrected it but anyway... We realize that it is not easy.

We also received a request for an article from StartupTicker. They contacted us thanks to that contest. It is good because otherwise, nobody knows who we are.

I think UBS also wanted to do a lot of communication for their images and we benefited from it directly.

*What is next for Friteam and your Heptabox?*

**Jocelyn:** We are going to do another competition, the Amavita contest (the pharmacy). The contest is about ideas to improve people's health. So, we are entirely in the scope, plus pharmacies will be our first customers.

*(We discovered during the meeting the article on StartupTicker, and it mentioned CHIC with a link too.)*

## Appendix 4: Interview of Sophie Marenne – Journalist at L’Agefi

01.07.2019

Five articles written by Sophie Marenne in the L’Agefi :

- 1) MARENNE, Sophie. « Le périple chinois de 28 étudiants romands ». L’Agefi, 09.07.2018.
- 2) MARENNE, Sophie. « Des étudiants romands closent leurs projets «Made in China» ». L’Agefi, 10.12.2018.
- 3) MARENNE, Sophie. « Des étudiants romands plongent dans l’industrie chinoise de l’électronique ». L’Agefi, 09.07.2018
- 4) MARENNE, Sophie. « Le jouet lausannois Toygether connecte les parents, mêmes quand ils sont loin ». L’Agefi, 09.07.2018.
- 5) MARENNE, Sophie « Guido, le mentor musical intuitif des enfants par une équipe genevoise ». L’Agefi, 09.07.2018.

*In 2018, you wrote several articles on the CHIC program. How did you hear about this program? Did you already know it?*

No. I did not know the CHIC program. I think I knew about it via a Tweet of the Unil that led a UNIL’s publication<sup>8</sup>. I’m often on the lookout for new hot topics via Twitter. Following this discovery, I contacted Dr. Marc Laperrouza from EPFL, who was in charge of the program and put me in touch with Marius Aeberli, prof. at the EPFL-ECAL Lab and René Beuchat, prof. at EPFL / HEPIA, as well as two female students.

*I found online four articles from July 2018, and one from December, that cover all the same edition; two of which present two projects (Guido and Toygether). Have these articles been published just online or also in the magazine?*

All of these articles were published in our daily paper journal and, the night before, online.

*Do you have any idea how many visitors have read / seen these articles? Can you give me some figures of the media coverage of L’Agefi - (number of subscribers, number of visitors online, etc.)?*

- « Des étudiants romands closent leurs projets «Made in China» »
  - 204 views during the month of December 2018

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<sup>8</sup> BANGO-LEPAGE, Myriam, UNIL News: « Suivez la 4e édition du CHIC: des objets connectés-News » 05.07.2018. Available at: <https://news.unil.ch/display/1530799615525>

- « Des étudiants romands plongent dans l'industrie chinoise de l'électronique »
  - 56 views during the month of July 2018
- « Le jouet lausannois Toygether connecte les parents, mêmes quand ils sont loin ».
  - Number unavailable
- « Guido, le mentor musical intuitif des enfants par une équipe genevoise ».
  - 4 views during the month of July 2018
- Number of visitors on the website: 1'670'321 pages viewed and 916'062 visitors per year
- Circulation of the newspaper: 5'450 daily

*How did you get the idea of writing these articles and presenting this program?*

I am looking for a news subject by day and, when falling on the Tweet of the Unil, I found the program original and innovative. The news on the Unil website was clear, complete, and gave the idea of the strength of the project, so I told myself that it was worth digging a little more.

*Did you meet René Beuchat, Marc Laperrouza and Marius Aeberli, and the student teams when you were writing your articles?*

No, it was impossible in such a short period of time. I called some to do telephone interviews and sent written questionnaires to others, which I left a few hours to answer.

*Among the articles found, you presented two projects (Guido and Toygether) while there were five participating teams. Was there a particular reason for this? (e.g., editorial limit, time, ...?)*

I wanted to put some innovations forward to "embody" the project, make it more visual and understandable for readers. I asked Mr. Laperrouza to give me the contacts information of the projects he considered particularly strong and innovative, and he sent me back to Chloe Dickson and Joanne Savary. This selection allowed, in addition, to put an EPFL student and a HEAD forward, to show the trans-academic side of the adventure. Regarding the editorial limit in the journal / writing time, I prefer to showcase a few projects than merely writing a line on each of them. It is a fairly common practice.

*As part of my research, I analyzed the data from the CHIC website and more specifically, from the visitor acquisition channel through referral and social. The referral takes into account all visitors to the CHIC site who arrived there through a link from a third-party website. These links, called "backlinks", are very important from an SEO perspective and*



*SEO optimization of a website. I noticed that there never was a link to the CHIC website from the online articles. Is there a particular reason for this?*

No, no particular reason. I just do not have the habit of doing it as our articles are primarily designed for paper. (We do not write an URL in the paper journal, it's visually unattractive) If stakeholders wish and request it, we add carefree a hyperlink in the online version (a link to the CHIC website from the first word "CHIC" of the text for example).

*A backlink strategy can benefit two entities by making link exchanges. In general, in the press, are these exchanges of links made?*

There is no structured strategy to L'Agefi to my knowledge. Many companies put links to our articles on their web page, section "News", because they are generally happy that we write about them.

*Do you know if universities and HES in Switzerland appreciate and seek to have media coverage in the press? What can it bring to them?*

It's better to ask them directly, but I think so. We receive regular press releases from universities and HES in French-speaking Switzerland. In addition, when we share articles on social media, they often share them. We are invited to their events and press conferences. The visibility of their project is never neglected to attract new students or teachers. The interest of the public, funds, participants of an event, ... The reasons to desire a good media coverage are multiple for these institutions.

*In general, in the French-speaking press, if a magazine publishes on a particular subject, may it attract the attention of other magazines to cover it as well?*

Of course, we are attentive to what our colleagues publish and, if there is a way to re-talk about an interesting project from another angle, we make an article as well. The whole thing is not to walk on your feet and avoid plagiarism.

*Finally, the 5th edition of CHIC is in progress: it is the 3rd participation of Geneva, and the departure for China is in three weeks. Do you think about writing other articles on CHIC?*

I have not received and seen any information about it so far! Pity.

I will look into it with pleasure.

## Appendix 5: Interview of Alexandre Caboussat, Chairman of International Business Management, HEG-GE

29.07.2019

*In the context of my Bachelor's thesis, I analyze the communication of the CHIC program, by looking at and analyzing the data of the website with Google Analytics. I am mainly focusing on CHIC's external communication: all communication from universities, partners, and the press (Social and referral acquisition Channels). The objective is to provide recommendations to the CHIC team to improve the communication and visibility of the program.*

*1) This is the 3<sup>rd</sup> edition HEG is participating in the program CHIC. Are you still satisfied with it and what it brings to your students and the school?*

Yes, we are. CHIC brings an international flavor, an internal interdisciplinary collaboration with HEAD and HEPIA, as well as an external one with EPFL. It also allows us to reward one IBM student with a competitive, "extraordinary" experience.

Pedagogically, the CHIC program also uses and teaches some entrepreneurial skills that we like to be able to offer our students.

It also gives us coverage on Asian-market related type of activities.

*Two years ago, Taebea Estermann interviewed you for her bachelor thesis, also related to CHIC. You said:*

*« Collaboration with CHIP can benefit IBM in various ways: Make the Global Business and Asian Markets major option more mature; Get closer to EPFL, and their wide knowledge and contacts; Offer an opportunity to students, connected to China; Develop the social and technical competence of the student participating; Have a smaller scale alternative to the HES-SO Innokick Master within IBM without offering it as a major within the IBM degree; It is fun. **Another factor is visibility of IBM within HEG and HES-SO, the visibility of the three to the outside world and the people deciding over funding them.** Interdisciplinary and Internationality is a criterion for funding. This could be a showpiece to collect funds and explain why the things we do is very relevant. »*

(Tabea ESTERMANN, p.60)

*2) But, according to my analysis, the HEG, HEPIA, HEAD, and HES-SO Genève did not much promote CHIC on their communication channels (online).*

- *HEG: Facebook: 2660 likes, two posts on CHIC: when Guido won Genilem, and when an article was published in the L'Agefi.*
- *Website: only the news about Guido and Genilem.*
- *HEPIA and HEAD: nothing posted, either on their social media or website.*
- *Rapport d'Activité 2017 HES-SO Genève: one small reference to CHIC.*
- *Tribune De Genève special HES-SO Genève (Dec. 2017), one small article about the project Shuqi*

*You also posted more about CHIC on your personal LinkedIn Profile than the HEG did.*

*What do you think about that?*

- I think that HEG has a lot of room for improvement on the communication side, but this remark is not restricted to CHIC.
- The lack of reactivity of HEG on social networks has been identified and we'll have a new internal organization starting in the Fall 2019.
- I also observe that you (Giulia) have been the first one to consistently blog and post about Unum+Solum activities, but the other groups in the previous years didn't. This is also why we tried to start with the hashtag #hegibm on Instagram for instance, but students have not been very active.
- Obviously, I have no influence/contact with community managers at HEAD or HEPIA. At HEG, the communication is really driven by the individuals (Mr. Caboussat & Mr. Montandon for CHIC) in a "bottom-up" fashion.

*3) Why are not there more news about the students' projects and CHIC on the schools' networks?*

Part of the answer is above in 2).

Open question (broader than CHIC) for me: what should the structure and content of the communication channels for #hegibm: students' projects? Bachelor thesis? Students particular profiles? Students having achieved something during their studies? Our alumni? Events?

Follow-up question: how to motivate students to participate? We have seen that the #hegibm did not draw a lot of activity... Mr. Montandon will tell you that we need to follow the example of EHL. I agree to some extent, but to which extent, with which resources? Knowing that we will not be able to do it all, what are the channels that we'll need to favor?

*4) What is stopping or preventing further communication and promotion of the program and the students' project?*

Current lack of resources in the communication department + lack of coordination between your department (and all departments for that matter) and the communication department.

What you can observe is that there are more posts for executive programs than for activities at the Bachelor level, since we need to actively recruit students for executive programs, but this is not necessary for students for Bachelor programs.

*5) Do you think that more communication on the school's website and networks about the program would be beneficial? (For the school, the students, any partners.)*

Yes obviously. I am not convinced about our website (at least for now), but on social networks, of course. I would need some recommendations from you, on which networks would need to be favored. It will be necessary to achieve some kind of stability, regularity, periodicity, and structure. This being said, I also observe that EPFL is not over-communicating about CHIC either. Of course, they do more, but given that they have more teams and more years of experience, it is more active than HESSO Geneva, but reasonably.

*6) Do you think the coordinators need to organize « external events » or something special to promote CHIC in the school and HESSO-GE? (For instance, like a contest, during the Open days...)*

At this point, since the program CHIC is still small-scaled (1 student at IBM), I am not sure. We could organize presentations for outreach and visibility, and show our/your (good) work, but I am not sure promotion and recruitment are necessary.

The open days are a good idea. Please tell that to M. Montandon also; we could organize something next year.

*7) If the CHIC team asked for more publication over the year, what would you think?*

I'd agree, but again, which type of publications? I'd need your opinion on that. The communication starts with the group itself. You have been blogging and posting, but you are the first one to do it on a regular basis.

On another line of thoughts: what about written articles about the Geneva project (written press?) even a more academic publication on your use case? Something to discuss in September when you defend.... I'd be interested to participate.

*9) If CHIC provided you with a structure/guide and a "calendar" of publication that would define what and how to communicate on CHIC, would it be useful and feasible to put in place?*

Yes, and yes. Please do not hesitate to extend on other type of events/initiatives that you believe should be more advertised (see 3)).

*10) Mr. Montandon told me that they want to improve the online communication and promotion of CHIC next year. How exactly?*

You'll have to ask him ☺ . I haven't discussed it with him yet.

*11) From September 2019, there will be a new major at HEG: "Management of innovation and technology". Will you convince your students to apply to CHIC?*

We'd like to keep the opportunity to apply to CHIC to all students, independently of the major they are in. As the coordinator of "Management of innovation and technology", I'll encourage the students to apply, but I also believe that the selection should be "natural" and depends on the students' interests. Not all IBM students are ready for CHIC.

*12) Next year, what are the objective with CHIC? Will you do some things differently?*

From my side (administrative side), achieve a financial independence and sustainability of the project over the next couple years.

From the communication side, I'll try to aim at more regularity.

## Appendix 6: Interview of Marius Aeberli, Head of Education, EPFL+ECAL Lab

Hong Kong, 23.07.2019

*We discussed in February about my bachelor thesis subject. In between, I started my research and analysis on the external communication of CHIC; meaning the communication coming from the partnering universities, the press, and sponsors (referral and social acquisition channel on Google Analytics). From the universities' channels, I found very little posts or articles on CHIC: some schools posted two to three articles and other nothing. In the press, online or offline, there has been a bit more of articles on CHIC. And regarding the sponsors, like Swissnex, there have been posted on their blogs. But, in general, if there are some posts or news about CHIC, it's often not referenced properly (i.e., no link to the CHIC's website).*

*The Google Analytics numbers show that for the referral channel, the majority of visitors came from internal EPFL's webpage.*

*In June, I interviewed different supervisor or coordinator from different schools to understand what is communicated about CHIC internally to their schools, how they managed it, and what are the barriers to more communication. One of my first learning was that the students' recruitment process was done poorly. The students did not know at all the program before a short introduction presentation in September.*

*First, I would like to know if there is any trouble to recruit students each year, either in Lausanne or in the HES? Do you think that more communication on CHIC could help attract more students, even if the number of teams stays the same?*

**Marc Laperrouza:** I think we never had trouble to recruit people. In the HES, this year, Geneva had the budget for a second team, but not enough people. At EPFL, this is less an issue, but it's more difficult to find engineering students. We never had less than three teams, but we also never had the choice to have more than four.

**Marius Aeberli:** I would ask the question differently. It's something to have enough people for the team; it's another to have the choice in the profile we want. We never had the luxury to have a panel of profile and to choose them. For the HES, we have no power on who they select.

*Is there any “contract” with the HES and how they should organize the recruitment, the presentation of the program, or are they autonomous to manage it?*

Yes, they manage their teams.

*I discussed with an EPFL student about the number of students there that have the possibilities to choose CHIC as a minor. There are hundreds of students who can, but only about a dozen choose it because a lot of them never heard of it. Do you think there is any link between the lack of communication inside the schools, and the number of people who apply to CHIC?*

I am not sure that speaking about internal communication requires the same tools than external communication. In internal communication, we are in competition with so many things on the campus, that I cannot really answer. Even internally, I do not know how it works, when do students apply and with what we compete. I do not know. First, we need the minimum number of students, then the question of profiles' choice arises, but we never had the luxury to think of that until now. It does not mean it cannot be done.

Each school or universities work differently, and to map everything and understand our reach is tough. For instance, the fact the ECAL do not communicate it appeals to me. But internally, they choose what they communicate. The leverage we have with them is not only the communication points.

*During these two weeks in China, you asked us to write a lot of blog posts so that the (financing) sponsors can see what we do. But during the year much less. Do you think they might want to see more communication about what we do for the whole year since they are financing the program?*

I think we all want to see more. But then the quality of the contents... It is the snake that bites its tail. Since we do not have content of high quality every week, we use it more to monitor the teams. If the sponsors would like to see more, I do not know, since I am not in charge with them.

They might want to see more contents but of quality. And we do not have the resources to offer qualitative contents every week for them.

*Yes, my ideas were to find ways to use the universities communication networks to communicate more about CHIC, since internally you do not have the resources to do it.*

It so complicated in these universities, and that is why my answers are vague. The example of the Fribourg Team crystalized one of the major problems we have: There have been two articles on them, we met them in February, they beneficiate of our advice and support and the CHIC infrastructure. They participate in a contest, using our logo and Instagram channel, but never thanks us to maybe having contributed to their victory.

*I'd like your opinion on this point because I interviewed Serge Ayer, the coordinator of HEIA-FR and the team in June. They never discussed with you about it?*

No never. The loss of value for CHIC with this kind of events is the primary matter to address because this is what can give attraction for CHIC. Whether it is Guido or Heptabox that win a contest, CHIC must get credits for it.

The problem is that even if you call them afterward, they do not realize it. And we have no basis to support that. And that is why we discussed Ted and TedX the last time: we lack communication rules and a contract with the teams to ensure they communicates correctly, and that CHIC should get credits and so on. The same for the institutions: it implicitly accepts that all projects coming from CHIC, we should be credited, at least for a certain period.

We could just encourage partners to communicate, but we could not force them. But if we have some clear rules and guidelines, it would be feasible if time and someone that think about it.

*When discussing with the Fribourg Team, they told me that they mentioned CHIC in their application files, but after it's the journal and the HEG-FR that did not mention it. Jeanne Moënnat requested to the HES-SO Head of Communication to mention CHIC on their online post about their victory. They changed it, but it has been possible because she worked with that person.*

When you complained to a journalist or head of communication just to “complain” of something like that that is “subjective” just because you were not mentioned, nothing will change. But if you tell that you have a contract signed with the team and the university, and you have some leverage, your complaint takes another level.

*Would it be feasible to put in place such kind of contract to the universities?*

A communication contract? I think, yes. The teachers would accept, but then the universities I don't know. It is part of broader reflexivity regarding the agreements with the universities: it should be some rules integrated with a more general contract.



Because there is the institution, the team, and the team member, and a rule somewhere should be signed.

For instance, imagine that a designer that will publish something, for instance, in his portfolio, he should credit us, because he enjoyed our supports, the support from a teacher and so on.

It's these different levels that will protect us. We do not have it now, and that's why we have the problem we are discussing now. We are not credited because there is no rule to impose it.

*Regarding the press, there has been a lot over the years and can be a source of high visibility. What do you think about it?*

It requires a lot of time, but in fact, it does not bring us anything.

I will not invest my energy to be in L'Agefi, le Temps and so on, but in some more specialized press and more international, like Wired, Fast Company. It's where we should be. This is where it will attract people and give a more international dimension to CHIC because we have one.

To be able to connect the program outside the universities in a logic of education innovation, something broader, it's something we should do.

But we need to find the narrative that Wired talked about us, and to prove that we are worth being told about. We need to go further than just a communication strategy, but with a strategy and a statement.

*Regarding the social aspect, besides the blog article reposted on Facebook and the Instagram pictures, the lack of content is due to a lack of resources or time or any other reasons?*

What would it bring? The goal with the Instagram page was to keep more up-to-date the teachers and alumni. The feedback we got is that people find it cool. We asked every team to post each week something on Instagram. But if they do not do it, we can't do more. Even if it was not perfect, it was a good tool to increase the frequency of post and show people what is happening and to see more about the teams. It worked well even if some team are over-represented and other less. Being in China does not help because I am the only one from the staff that has access, and without VPN, I could not access it.

For Facebook, what would it bring to publish more, because we do not have the time to prepare a real strategy for it? We are teachers, not community managers. If we had

10'000 followers, what would we do? For a brand I understand, but for us... If I have one hour, I prioritize my work over social media.

*I compared the CHIC Facebook page content with the Uniarttic page (the second minor in the CDH at EPFL). They have more than 800 followers, much more diversified content, and more regular.*

They have students in journalism from the University of Geneva in their teams. This notion of documentation is much more integrated into their program than us. We cannot ask the ECAL students to posts pictures on Instagram.

Whatever we do, it should be integrated into a certain form in the schools' program to have a generative dimension. None of us have the time or competences to have the role of a communication manager and to do it right.

*That was my idea of requesting the universities to at least, write one article per year presenting the program and the teams. The UNIL did one great and well structured, but they were the only one. But for most of the universities, if you look for information about CHIC, you find nothing.*

Here it's the question of the valorization of the program and not only communication. It requires many resources that we do not have. For the moment we ask the team to communicate more because naturally, it will attract more valorization. And now we do not know if it works and if it is true.

*What about asking the teams that present the program to the future class, earlier in the year? For instance, at HEG-GE, we had a two minutes introduction about CHIC in April during a session on the bachelor thesis, and then in September again, plus Vignesh (Edition 2018) that came to present CHIC.*

Regarding the communication in the partners' institutions we have little hold on it, and few interests to have too much. You see it, here we have too many teams for the staff we are.

We have resources, but we are incapable of using them correctly because we have too much to do. To make partners' institution want to double their number of teams is not an advantage for us for the moment. Our interest is about how to avoid problems that could impact us negatively. The stake of our communication is that: we have resources, but we are not capable of using them correctly because it's not our job or we don't have the time.

I agree with you on some points; there were events with the potential to communicate, but we did not have the mechanisms to ensure a good return for us. For instance, with Fribourg, we did not have the rules in place to ensure they mention CHIC; same thing with using our slides and adding our logo next to the UBS logo. It is unacceptable. But without the time to put in place the guidelines or to teach them, we cannot tell them anything. They are junior, and I am not sure they understand the issues behind it.

It is upstream that we must ensure that the teams, if they could have visibility, bring us something. However, as far as attracting more students, I am not sure the followers is the right metric. But paradoxically, it is improving the quality of the profile maybe. This requires changing what we share to present better what we do.

*From what I've learned discussing with other students, what made them want to participate was the presentation by a former participant, not the teacher's presentation. Maybe on this, there is something to do. Not to increase the number of teams, but just the application to have a choice in the profiles.*

We can always advise the universities to ask their alumni to present the program. ECAL does it, but UNIL and EPFL not really. The minors' choices at EPFL and UNIL do not work like this; you choose it online. Should we do an information session? Maybe. But to whom and how do you communicate about it? We do not have a newsletter, should we put flyers on the campus? We have neither the time nor the wish to do it.

We need to protect the core of CHIC. And it's us; the EPFL, ECAL, and UNIL. We see that it is more complicated in the other institutions because there are not all the competencies, or not enough teachers to support it. I would reflect really on how we supply it, to avoid any issues in the communication that explode on us. And it passes through guidelines, rules and so on.

Next year students will have to engage themselves, to prove their seriousness and engagement, but mostly to respect some rules. They will have to sign a document, stating that if some rules are not respected, there will be some repercussion.

*Is it also to add a more professional notion into CHIC?*

Yes exactly. Because notwithstanding it is our reputation and our jobs. It is an EPFL program, and we cannot allow some overflows. For instance, Instagram, we gave access to the students; it worked well, even a few quacks. But we have to protect ourselves from that.

We also need to empower all the resources we have and the people, to multiply our communication reach. Then, we are not a brand, and we do not function as such. Metrics like followers are not valuable for us.

*In terms of metrics what I was looking for on social media was more the level of interaction. If you have 200 followers and always 50 likes per posts, it really shows that people are interested in your content and what you post. From what I've analyzed, on Facebook, the posts that had a higher interaction rate were not the blog posts, but a different type of contents. That is also why I ended up with this kind of questions.*

I understand, but besides having journalism students, it takes us too much time. I am a fervent defender of the valorization of everything we do but forced to see for the past two years; we do not have the resources for that. So, when someone like me has to take a whole day to configure Instagram, my boss does not pay me for that. And the return is not clear. We also need to find the metrics that matter for us.

That also may be easier to focus on avoiding issues or deactivate problems before they arise, because for that, we see a direct impact.

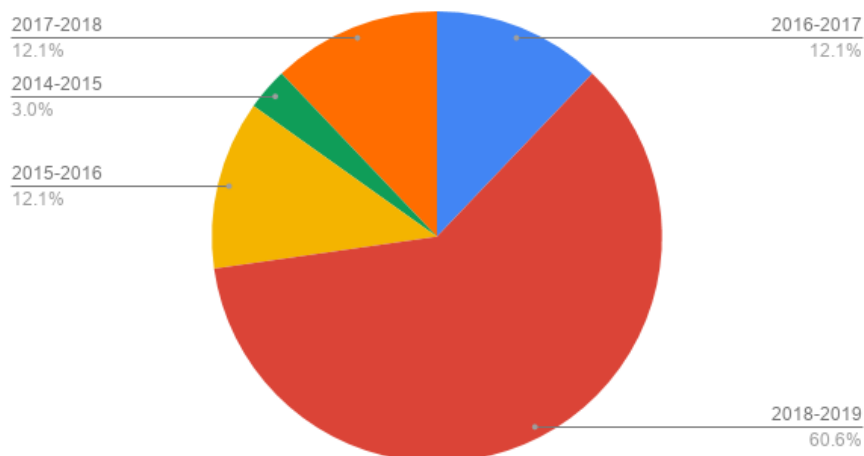
It would not be complicated to create rules on that, but we just need to make them. We only see what we can see because we do not work in that field.

Maybe you have a creative solution. Like the CHIC franchise's idea can be interesting. Like each team create their own Instagram account. Like this, we are not directly related, and protected. If the team manage it well, it would be good for us, and the ones that would not, would not impact us.

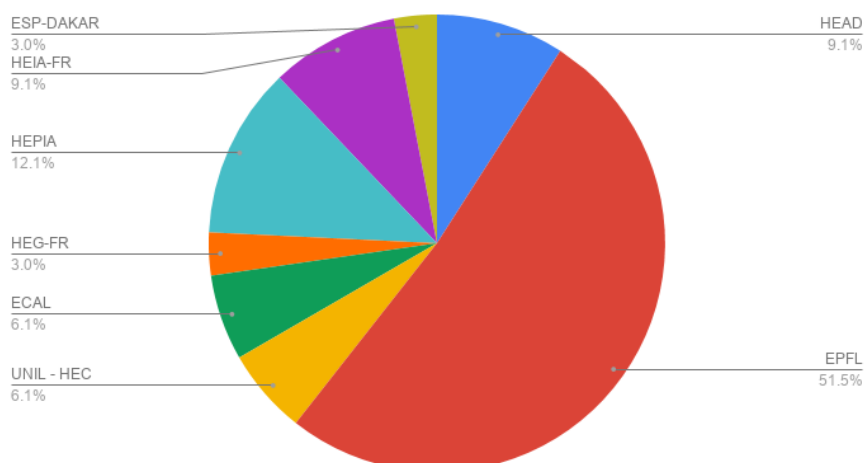
What I said must be taken with tweezers, but I am biased by the "we don't have the resources". But maybe you have something creative to arrange it that we do not see.

## Appendix 7: Survey of students participating in CHIC (in current and previous editions)

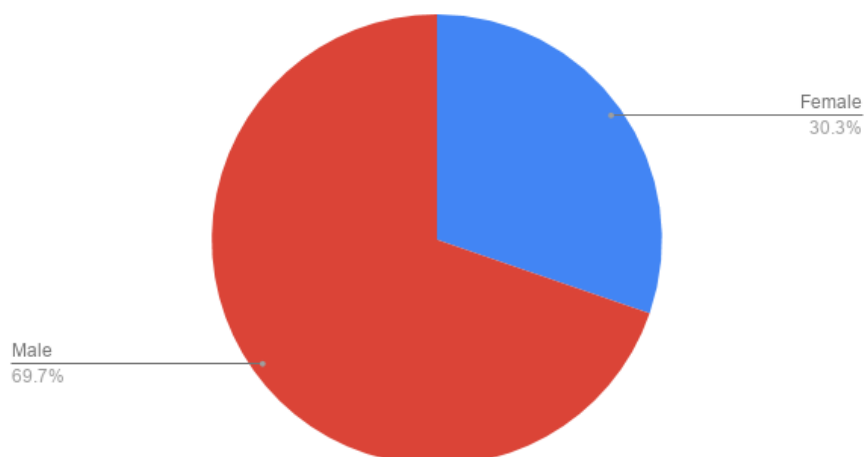
When did you participate in CHIC ? (33 responses)



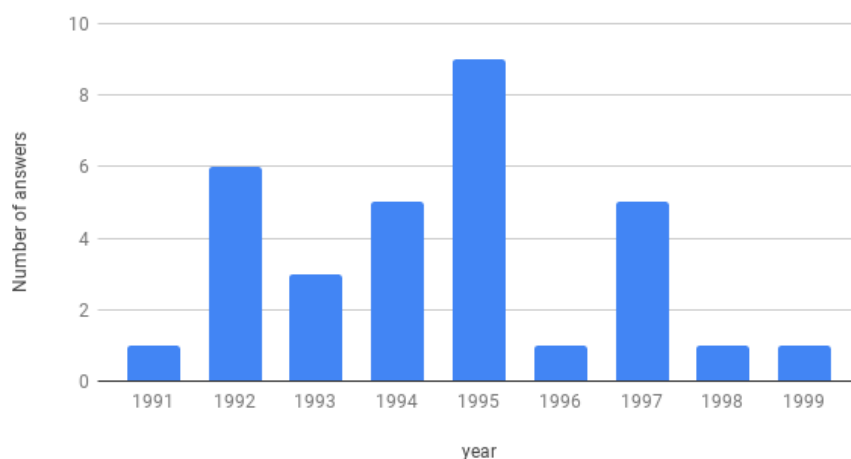
In what university were/are you ? (33 responses)



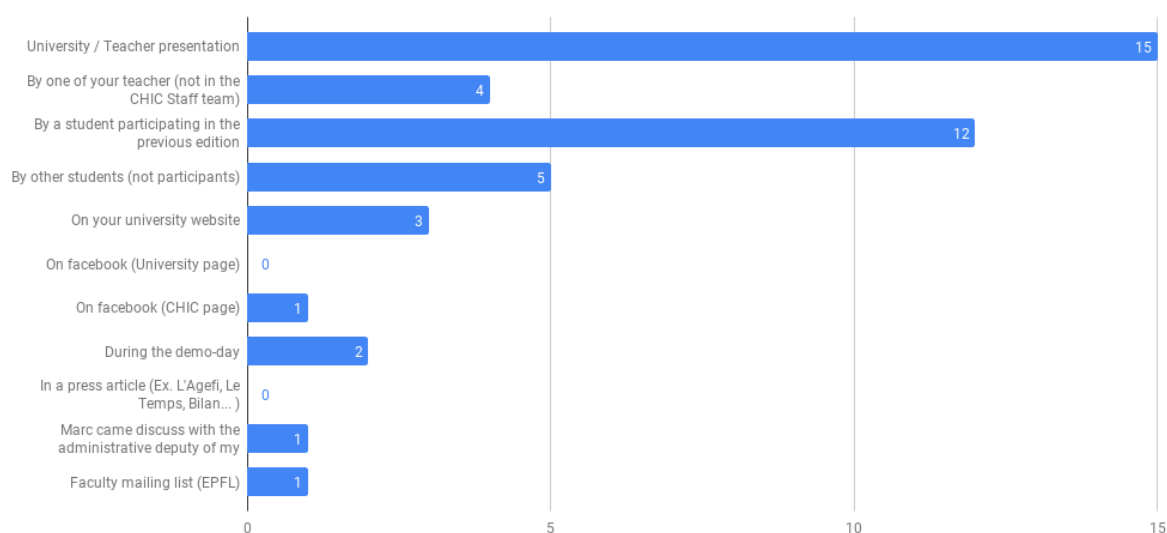
You are: (33 responses)



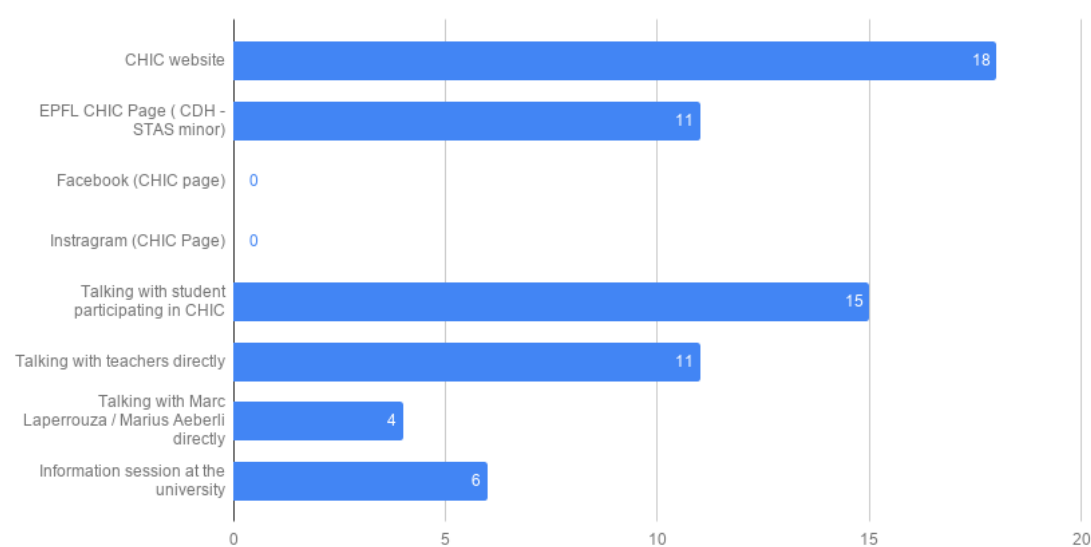
### When is your birth year ? (32 responses)



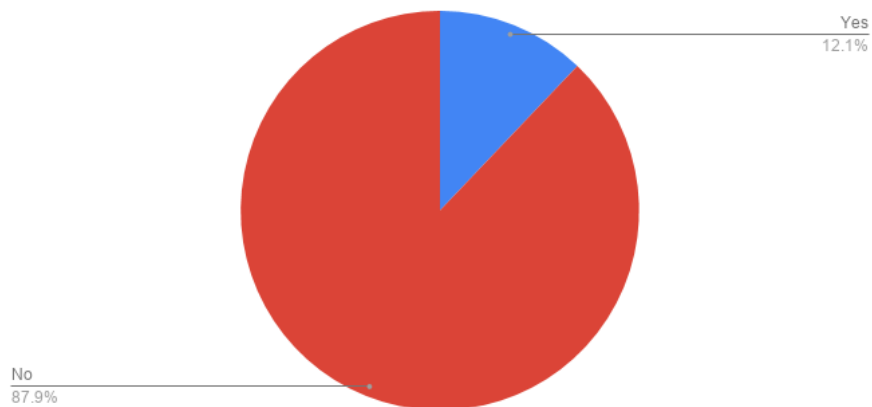
### How did you hear about CHIC for the first time (before participating) ? (33 responses)



### Where did you inform yourself about the program before applying? (33 responses)



Did you lack to find some information about CHIC ? (33 responses)

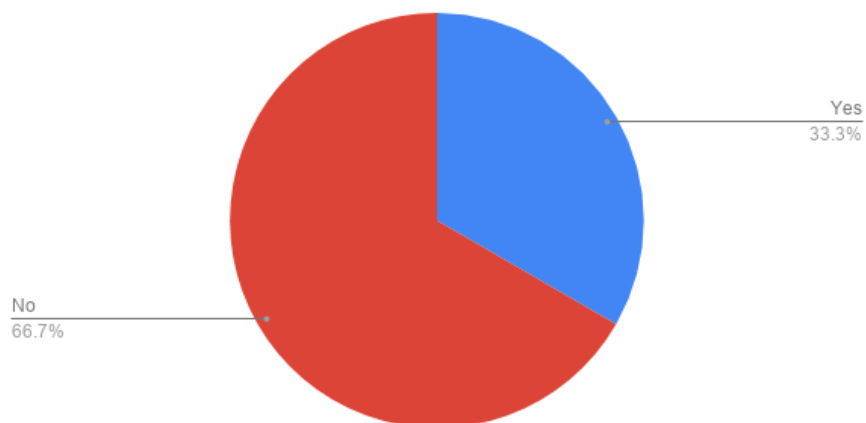


**If you answered yes to the previous question, what was missing?**

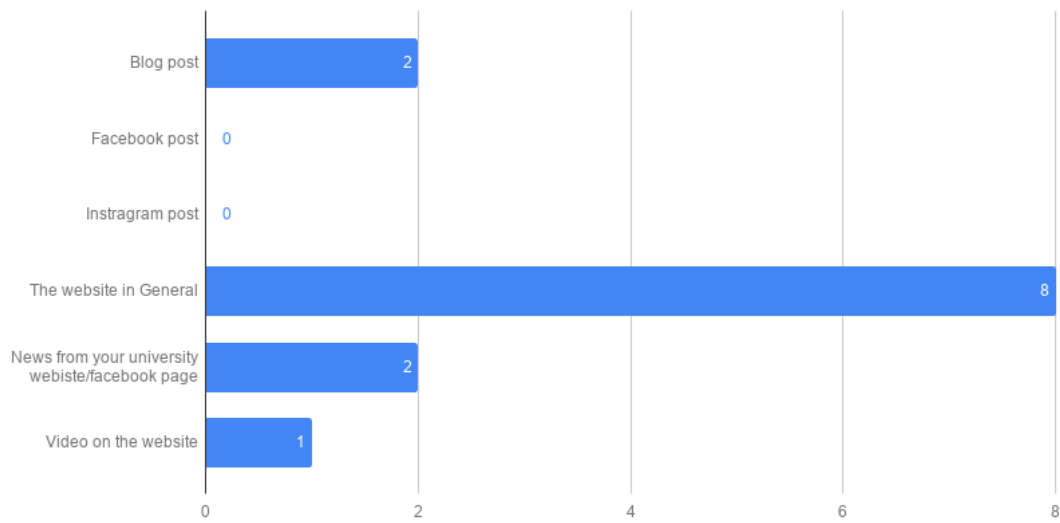
4 responses

A clear planning
How ans when to suscribe
Clear application process
A link between the EPFL CHIC Page and the CHIC website.

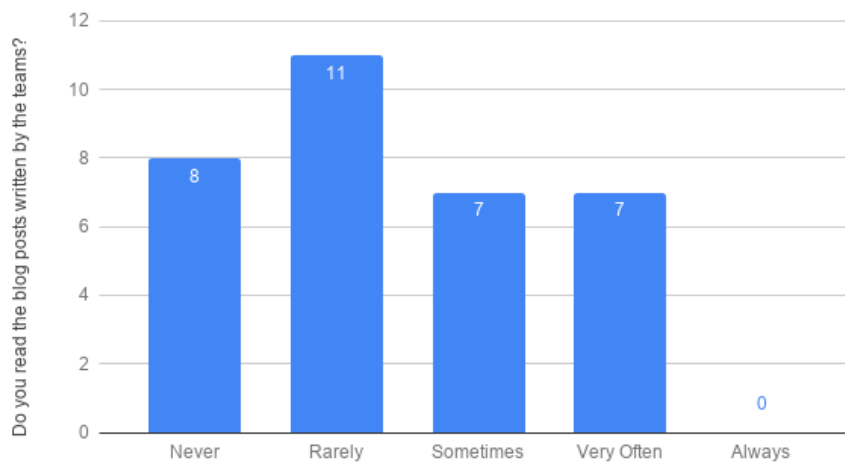
Did some online content about CHIC help you decide to participate in? (33 responses)



If you answered yes to the previous question, what type of content was it? (11 responses)

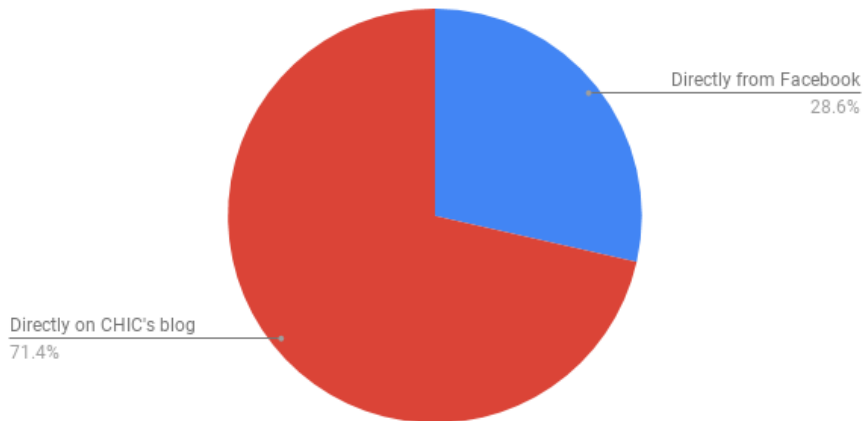


Do you read the blog posts written by the teams? (28 responses)

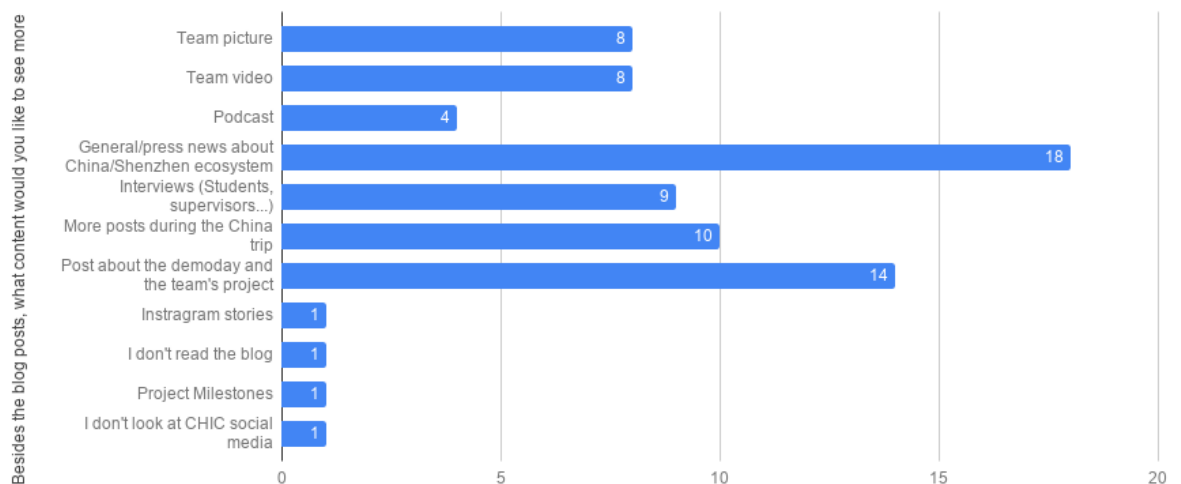




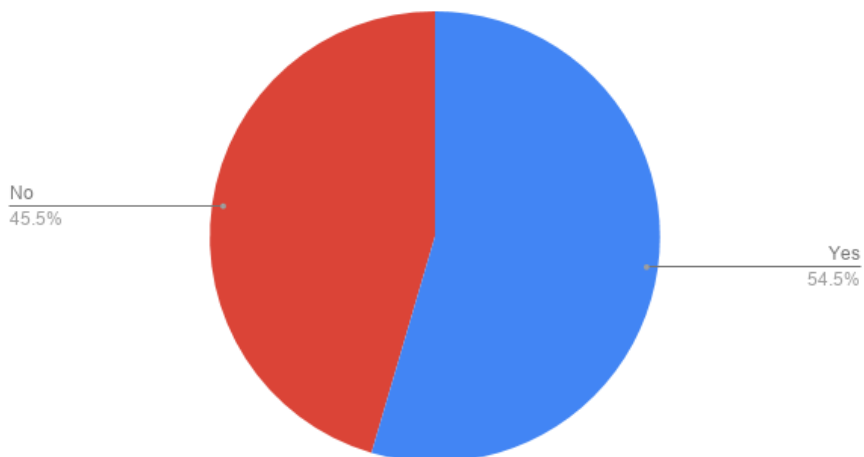
Do you read the blog posts by clicking on the facebook link, or directly going on the CHIC's blog ? (28 responses)



Besides the blog posts, what content would you like to see more on the social media of CHIC (Facebook and Instagram) ? (33 responses)



Do you follow CHIC's Instagram page ?



## Do you have some suggestions to improve the content of the facebook page or CHIC's blog or website?

5 responses

I am not sure the instagram page will ever take off. The content we provide is not really "instagramable".

To have a communication manager in CHIC

Before now, I didn't know there was a facebook page, maybe talk about it !  
More communication inside school






















Some videos/interviews would be great!

Get more traction on the instagram (using hashtags, collaboration with public pages, etc) so the work of students is really seen

## Appendix 8: Draft of a content calendar plan for universities

<i>Institutions' content calendar</i> Objective: promoting the program CHIC and the different team's and their project.							
Month	Milestones/Event	Off-line / On-line	Key-word / thematic	Content	Media attachment	Media creation sources	Networks
<b>October</b>	Start - Ideation weekend						
<b>November</b>	Workshop						
<b>December</b>	MS1 Problem Statement	On-line	Launch of the new edition	Launch of CHIC, brief presentation of the team members and different institutions, throwback on the previous workshop	Pictures from the previous workshops.	Students / Supervisors	Social Media post: Facebook, Linkeding, Team's Instagram
	Masschallenge						
	Demoday						
<b>January</b>							
<b>February</b>	MS2 Kick-off weekend	On-line	Team and project presentation	Introduction on CHIC Throwback on the Kick-off weekend Presentation of the team and the members Presentation of the project idea and scope.	Pictures of the team Team's presentation video	Students / Supervisors.	* Website articles Shared on Facebook, and LinkedIn. Eventually in a the institution's newsletter if any.
<b>March</b>	School's open door	Off-line	Team and CHIC presentation	Promotion/Presentation of CHIC during the opendoor. Current team member and Alumni, display of prototypes.	Presentation Deck - prototypes	Students / Supervisors / CHIC	Post picture on team's Instagram account.
<b>April</b>							
<b>May</b>							
<b>June</b>	Before take-off and end of semester	On-line	Prototype presentation before China Take-off	Introduction on CHIC. Presentation of the project and prototype, objectives in China for the team and what is expectig them there.	Pictures / any video available	Students	* Website article Shared on Facebook, and LinkedIn. Institution's newsletter if any.
<b>July</b>	- MS6 Take-off (Switzerland) - CHINA - MS7 (China)	On-line			CHIC's social media post	CHIC	Repost of CHIC's posts on social media when it relates to the institution's team.
<b>August</b>							
<b>September</b>	Back-to school - new edition	On-line	Throwback China trip. Launch new edition - application open	Introduction on CHIC Throwback on the trip and progress, presentation of final prototypes. Promotion of the applications	Pictures / Video	Students	*Website article Shared on Facebook, and LinkedIn. Institution's newsletter if any.
	Bachelor project presentation	Off-line	Alumni presentation	Presentation of the program by CHIC alumni	Presentation Deck - prototypes	Students / Supervisors / CHIC	
* See UNIL articles as an example (UNIL Link 1) : <a href="https://news.unil.ch/display/1551430688024">https://news.unil.ch/display/1551430688024</a>							

To mention in every publication:		
1) CHIC website with link		
2) Eventually Project's team page		
3) Supported by EPFL and ..., created by Marc Laperrouza		
4) Social media link		
5) Tag and Hashtag of all partners/institutions' page mentioned, or website link.		
6) Tag people in pictures/videos/posts		
Request to students and supervisors to share and like the different posts.		

Monthly content sum-up	
October	
November	
December	  
January	
February	   
March	
April	 
May	
June	   
July	
August	
September	    

### Example of an article

## 5th edition of the CHIC: Discover the four connected device projects

The 5th edition of the China Hardware Innovation Camp (CHIC) got started in October of 2018 with four new innovative projects, including two in the medical field. The various teams – made up of students from HEC Lausanne (University of Lausanne), EPFL and ECAL – are currently working on perfecting the outlines of their respective projects with the aim of producing the prototype of their connected devices next summer in China.

### What is CHIC?

- 1) The [China Hardware Innovation Camp \(CHIC\)](#) is a programme supported by various institutions including the Canton of Vaud, the College of Humanities at EPFL and HEC Lausanne (UNIL). Launched by [Marc Laperrouza](#), lecturer at HEC Lausanne and Scientific Collaborator at EPFL, the program aims to go from a blank sheet of paper to a functional prototype in 30 working days. The teams, made up of members with complementary skills (engineers, designers, economists or computer scientists), work together on developing the prototypes. The program includes a trip to China (Shenzhen and Hong Kong), which allows them to produce their connected objects in small quantities.

Last year, the [connected devices](#) included a connected plush toy for children (Together), a solution to help employees stay focused while working in an open-plan office (Flowlin) and a device that clips onto a child's clothing so that supervisors can keep track of children in public spaces (Fluid). Two of the three teams are now pursuing their projects via the [START competition](#) and other start-up assistance programs, a promising development!

### Projects to improve everyday life

- 6) This year, four students from the Masters in Information Systems (Anne-Lise Dequenue, Alicia Roschnik, Nan Chen and Camille Glatz) are participating in CHIC as part of the following teams:
  - 2) The [Zhu Zhu team](#) (Anne-Lise Dequenue) aims to provide a concrete solution to the problem of noise in coworking spaces. The team has therefore designed a network of interconnected captors distributed throughout the workspace to measure the noise dynamic. Each captor will be integrated into an object that provides real-time visual feedback on the noise level. They will make it possible to evaluate the situation of the coworking space, perhaps offering insight into how the space could be rearranged to optimise it.

"For this 5th edition, we will put special emphasis on the dimension of data," explains Marc Laperrouza. "The teams are encouraged to look more deeply into the way that connected devices are handled, monetized, protected and visualised." Moreover, we have reinforced certain aspects relating to inter-professional skills by introducing a team contract that follows the participant throughout the program and works as a basis for reflexivity."

We wish all the teams of CHIC success in their endeavours!

- 4) You may follow the development of the various projects via the [CHIC blog](#) and on [Facebook](#), [Twitter](#) and [Instagram](#).

## **Appendix 9: The CHIC learning objectives**

1. Learn to value interdisciplinary work
2. Apply a human-centered approach in a design process
3. Learn to fail fast
4. Become familiar with the design thinking process
5. Become familiar with lean management
6. Manage meetings effectively
7. Learn to understand the other person's point of view of a project
8. Demonstrate autonomy, confidence, critical thinking skills, tolerance for ambiguity and flexibility.
9. Effectively transmit knowledge and experiences to peers and respective institutions
10. Pitch and defend a project idea in front of different audiences.
11. Create a functional hardware prototype
12. Discover emerging markets and overseas manufacturing capabilities
13. Approach product development from a responsible and ethical way
14. Deal with cultural differences, manage ambiguity.
15. Understand the heterogeneity of markets
16. Construct a clear and shared definition of a minimum viable product within the team
17. Learn to formulate hypothesis-test cycles
18. Develop a sense of what launching a venture implies
19. Build cohesion within and accross teams
20. Learn to define clear interfaces between the groups and each individual on each part to realize

Source: Open.Chic website. (Beta version, August 2019)

## Appendix 10: Draft of a content calendar plan for CHIC's staff

### CHIC Content calendar 1/4

<b>CHIC Content Calendar</b> <i>Objective: promoting the values and learning objectives, as well as to showcase the teams, institutions and the different partners/sponsors.</i> <i>- The post should be published maximum during the week following the events</i> <i>- Do not forget to tag people and companies, as well as using Hasthags.</i>							
Month	Milestones / Event	20 Learning Objectives	Key-word / thematic	Content	Media attachment	Media creation sources	CHIC networks
September	1	Promotion of the launch / application open	promotion of the applications	Promote the launch of the new edition in Lausanne's universities and application process	"Flyers" type of visual	CHIC	Website Facebook (FB) Instagram (IG) LinkedIn (LKD) Twitter (TT)
October	2	Start	19. Build <b>cohesion</b> within and accross teams  - Start new edition - Cohesion / team work - Human-centered	Start of the new edition. Promote the cohesion and human centered approach with different picture of the teams during the workshops.	Pictures	CHIC / Supervisors	FB IG IG Stories
	3	Ideation weekend		Blog article to presents the new edition, thematics and students. It can serves as a references for the students and the other institutions	Pictures	CHIC	Website blog, also sent via a Newsletter to CHIC's network. Shared on FB, LKD, TT
November	4	Workshop	17. Learn to formulate <b>hypothesis-test</b> cycles	Formulate hypothesis	One of the first learnings during CHIC workshops. Pictures during the November workshop / Milestone 1	Pictures	CHIC / Students FB IG
December	5	MS1 Problem Statement	10. <b>Pitch and defend</b> a project idea in front of different audiences.	Pitching skills. Recap on the previous edition and the projects.	Picture of students' pitching during Masschallenge, with the public	Pictures	CHIC / Students FB IG LD
	6	Masschallenge Demoday		Recap what are the new project's topics	Blog post recap on the previous edition and the projects. Recap what are the new project's topics	Pictures	CHIC / Students Website blog Shared on FB, LKD, TT

## CHIC Content calendar 2/4

Month	Milestones / Event	20 Learning Objectives	Key-word / thematic	Content	Media attachment	Media creation sources	CHIC networks
January	7		Emailing	New years wishes plus brief intro on teams	Picture	CHIC	Newsletter for sponsors /partners
February	8	MS2 Kick-off weekend	1. Learn to value <b>interdisciplinary</b> work	Students in action during the workshops	Pictures	CHIC	IG Stories during the workshop FB
	9		4. Become familiar with the <b>design thinking</b> process		Pictures / Video	CHIC	FB LKD
			5. Become familiar with <b>lean management</b>				
	10		Repost of Institutions' posts				FB LD
March	11	MS3 Prototyping phase 1	13. Approach product development from a <b>responsible and ethical way</b>	Responsability and ethics	Pictures of prototype, canvas, or any material to illustrate the notion of ethics and responsibility. Data ethics workshop with Speakers (as in Feb. 2019).	Students / CHIC	FB LKD
	12			* Teams' short video presentation	Short video to present the teams	Video (max 30sec)	Students (to add in their objectives)
April	13	MS4 Prototyping phase 2	9. Effectively <b>transmit knowledge and experiences</b> to peers and respective institutions	Demonstration of these skills	Pictures / Video of teams during the milestones	Pictures / Video	Students (HES-SO, since they filmed their milestone)
	14		3. Learn to <b>fail fast</b>	Fail fast	Example of a prototypes failures	Picture	Students
	15			*Teams' short video presentation	Short video to present the teams	Video (max 30sec)	Students (to add in their objectives)
May	16	MS5 Prototyping phase 3	16. Construct a clear and shared definition of a <b>minimum viable product</b> within the team	MPV - prototypes	Presenting the prototypes developped and the final rendering, available on the teams' project pages	3D prototypes	Students FB IG

\* To post in period of low activity - diversify the content in a simple way.

## CHIC Content calendar 3/4

Month	Milestones / Event	20 Learning Objectives	Key-word / thematic	Content	Media attachment	Media creation sources	CHIC networks
June	17	7. Learn to <b>understand</b> the <b>other</b> person's point of view of a project	Demonstration of these skills	Pictures / Video of teams during previous milestones	Pictures / Video	Students / CHIC	FB (IG if video)
		8. Demonstrate <b>autonomy, confidence, critical thinking skills</b> , tolerance for ambiguity and flexibility.					
July	18	MS6 Departure 11. Create a functional <b>hardware prototype</b>	Blog articles - presenting Lausanne's teams prototype	Blog article to presents the final prototypes and objectives before the trip. It can serves as a references for the students and the other institutions	Picture and 3D of prototypes	Students	Website blog, also sent via a Newsletter to CHIC's network. Shared on FB, LKD, TT
	19	12. Discover <b>emerging markets</b> and overseas manufacturing capabilities	Before take-off	Teams before the take-off, with a short explanation of expect them regarding discover emerging markets	Groupe Picture	CHIC	FB IG TT
CHINA **	**	<b>TRAVEL See next table</b>					
	20	MS7 15. Understand the <b>heterogeneity of markets</b> 14. Deal with <b>cultural differences</b> , manage ambiguity.	After the trip - last learning outcomes experienced	"Throwback" on MS7 and the progress and discovering students made there. Illustrating the two Learning Objectives	Picture MS7	CHIC	FB IG
August	21	18. Develop a sense of what launching a venture implies	Launching a venture	Pictures of students in China discussing with local businesses (for instance, in the electronics market)	Pictures	Students / CHIC	FB
	22		Students' video (if applicable)	Any video the students may have created after their travel and to do a "Throwback CHIC"	Video	Students / CHIC	FB IG LKD
	23	Open Applicatio for EPFL	EPFL applications	Promote the application to EPFL students	"Flyers"	CHIC	EPFL Emailing FB

\*\* Posts before and after the travel.



## CHIC Content calendar 4/4

CHIC Monthly content sum-up														
Month		Posts	Networks			Media creation	Month	Posts	Networks			Media creation		
September	1							April	13					
October	2						14							
	3								15					
November	4							May	16					
December	5							June	17					
	6							July (Without China)	18					
January	7						19							
February	8						20							
	9						August	21						
	10							22						
March	11								23					
	12													

Content Strategy in China - suggestions					
<p>The same strategy as during the year should be applied (promoting the Values), but with more focus over:</p> <ul style="list-style-type: none"> <li>Maintaining / Nurturing relationships with the companies and all actors on the spot</li> <li>Show to the various sponsors and partners the work done and events organized.</li> <li>Develop CHIC's digital network with hashtags, tags and backlinking.</li> <li>Vary and deploy all social media to increase the reach and visibility, mainly because many students' blog posts are posted on Facebook during that time.</li> <li>Limitations: Need for VPN</li> </ul>					
Others suggestions regarding the type of content publication in China:					
Visits of companies	Twitter	<i>Tweet, ev. pictures</i>	Workshops	Twitter	<i>Tweet</i>
	LinkedIn	<i>Written posts, ev. pictures</i>		LinkedIn	<i>Pictures</i>
	Instagram	<i>Stories</i>		Instagram	<i>Stories</i>
Pitch	LinkedIn	<i>Written posts and pictures</i>	Students working	Instagram	<i>Stories</i>
End of Shenzhen	Blog	<i>Recap on the days in Shenzhen, backlinking to the visited companies.</i>	Official group pictures	Facebook	<i>Pictures</i>
End of Hong Kong	Blog	<i>Recap on the days in HK, backlinking to the visited companies.</i>		Instagram	<i>Pictures</i>

# Appendix 11: Demographics – Age All users

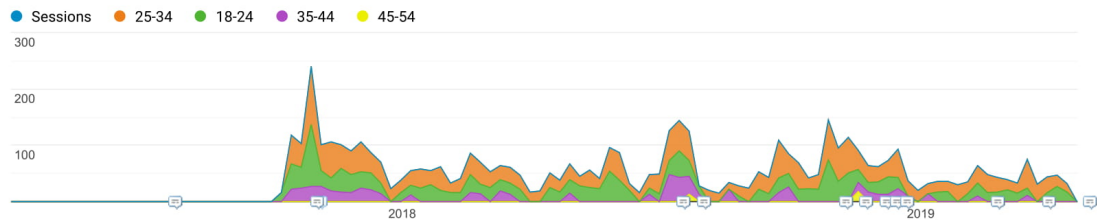
## Demographics: Age

All Users  
100.00% Sessions

Apr 1, 2017 - Apr 25, 2019

Explorer

Summary



Age	Sessions	Sessions	Contribution to total: Sessions
	6,277 % of Total: 33.48% (18,750)	6,277 % of Total: 33.48% (18,750)	
1. 25-34	2,591	41.28%	
2. 18-24	1,862	29.66%	
3. 35-44	1,050	16.73%	
4. 45-54	504	8.03%	
5. 55-64	194	3.09%	
6. 65+	76	1.21%	

Rows 1 - 6 of 6

## Appendix 12: Benchmark sessions per devices

### Devices

Apr 1, 2017 - Apr 25, 2019

Industry Vertical

Jobs & Education

Country / Region

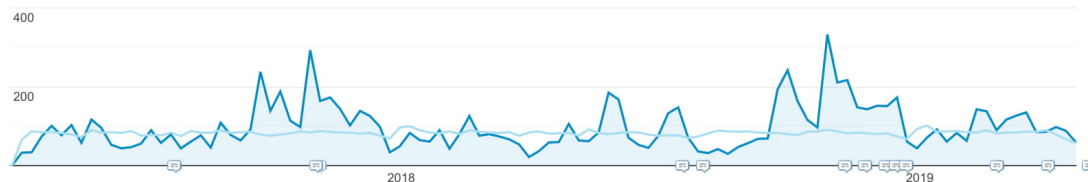
All Regions  
Switzerland

Size by daily sessions

0-99

There are 443 web properties contributing to this benchmark

Sessions Benchmark Sessions



Device Category	Acquisition			Behavior		
	Sessions	% New Sessions	New Users	Pages / Session	Avg. Session Duration	Bounce Rate
	18.42% <span style="color: green;">▲</span> 10,497 vs 8,864	35.93% <span style="color: red;">▼</span> 40.26% vs 62.84%	24.13% <span style="color: red;">▼</span> 4,226 vs 5,570	90.23% <span style="color: green;">▲</span> 6.02 vs 3.17	23.07% <span style="color: green;">▲</span> 00:03:04 vs 00:02:30	99.95% <span style="color: green;">▼</span> 0.03% vs 52.40%
1. desktop	30.42% 7,619 vs 5,842	-39.80% 36.63% vs 60.85%	-21.49% 2,791 vs 3,555	92.79% 6.78 vs 3.51	23.34% 00:03:39 vs 00:02:57	-99.95% 0.03% vs 48.37%
2. mobile	-29.06% 2,712 vs 3,823	-24.59% 48.78% vs 64.69%	-46.50% 1,323 vs 2,473	54.92% 3.96 vs 2.56	-6.35% 00:01:29 vs 00:01:35	-99.94% 0.04% vs 59.85%
3. tablet	-89.26% 166 vs 1,546	21.71% 67.47% vs 55.43%	-86.93% 112 vs 857	50.28% 5.13 vs 3.42	2.30% 00:02:33 vs 00:02:29	-100.00% 0.00% vs 49.35%

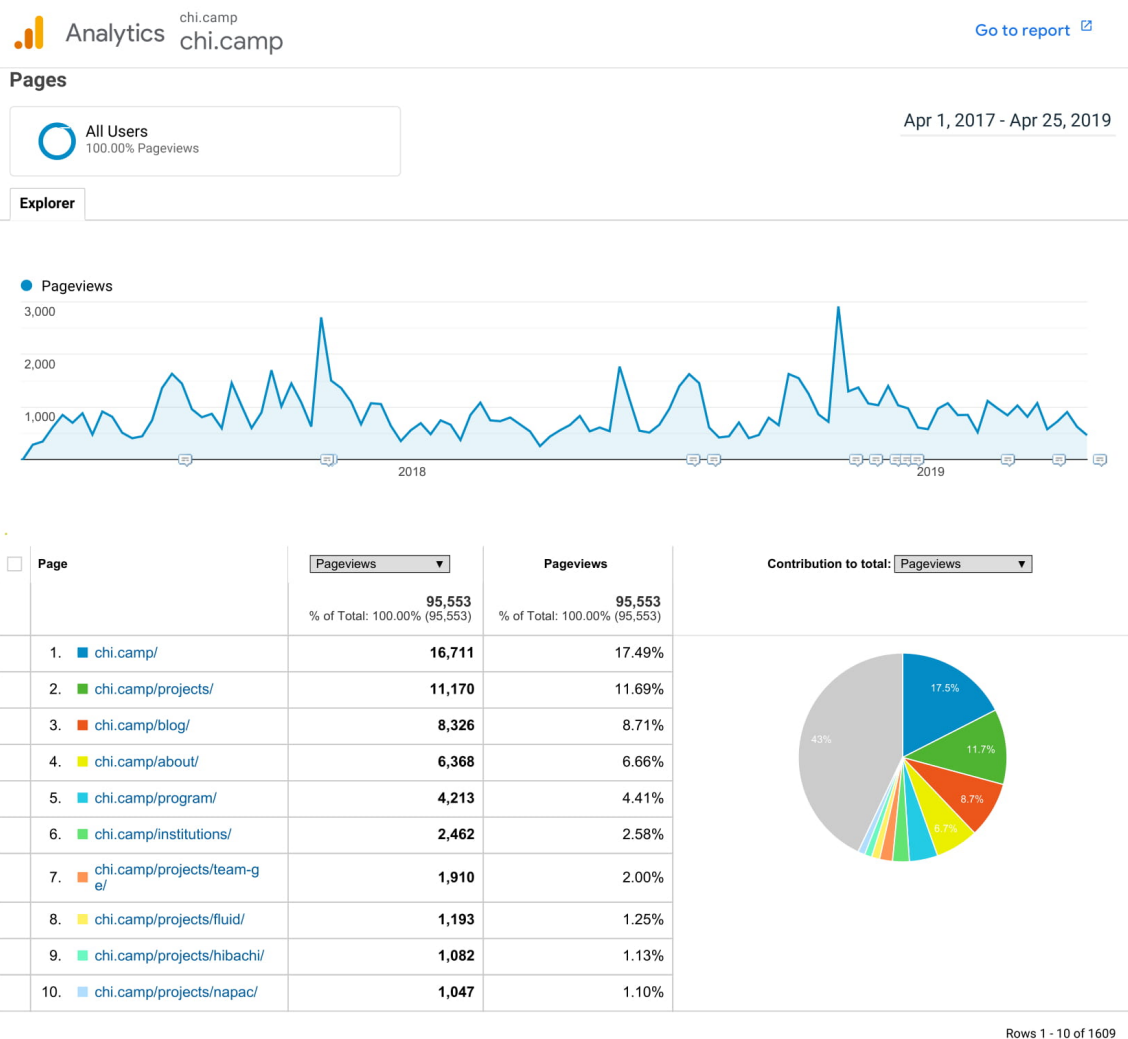
Rows 1 - 3 of 3

© 2019 Google

# Appendix 13: Behavior flow - All users



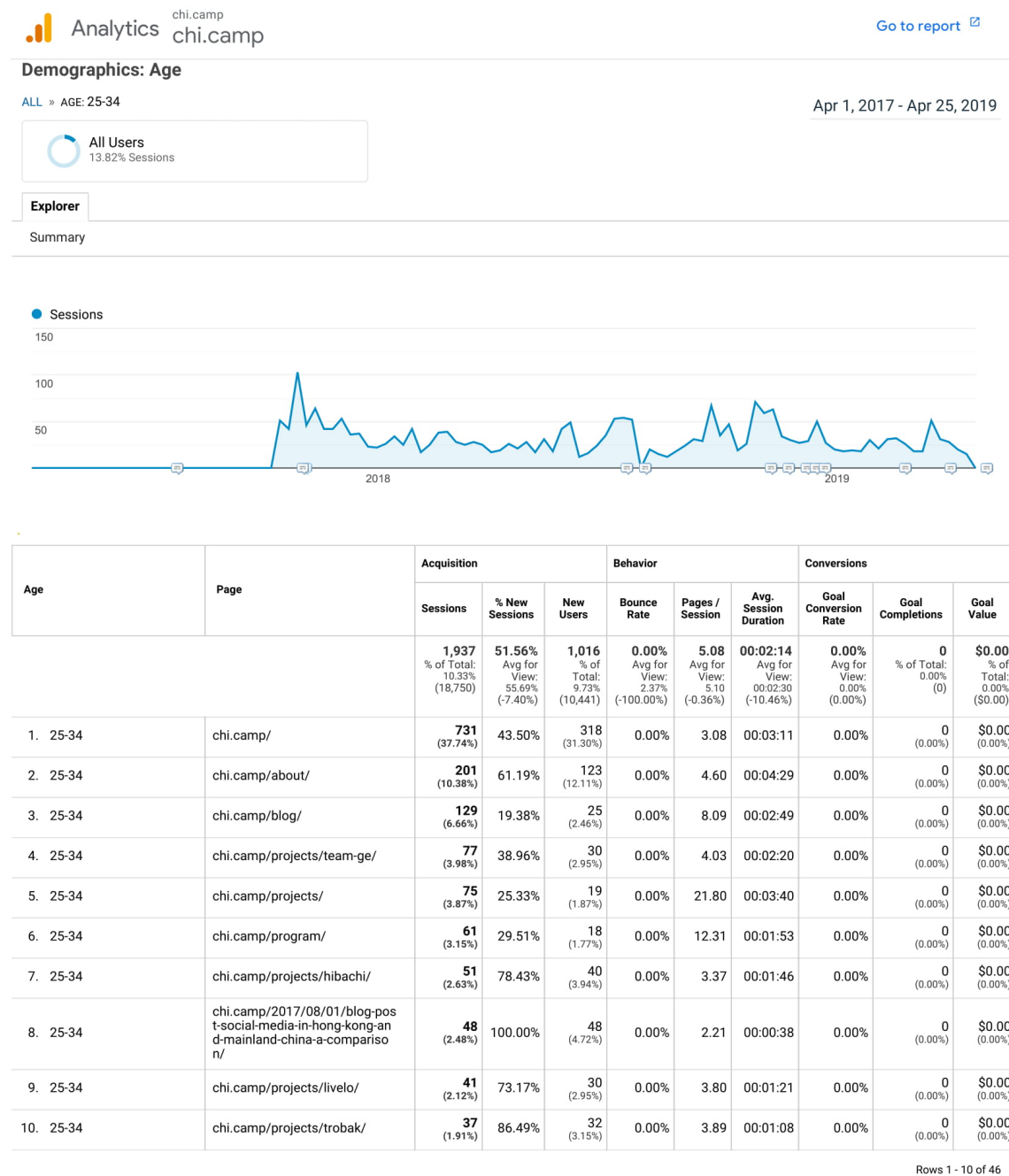
## Appendix 14: Behavior – Pageviews All users



© 2019 Google

# Appendix 15: Pageviews segmented by age – 25-34

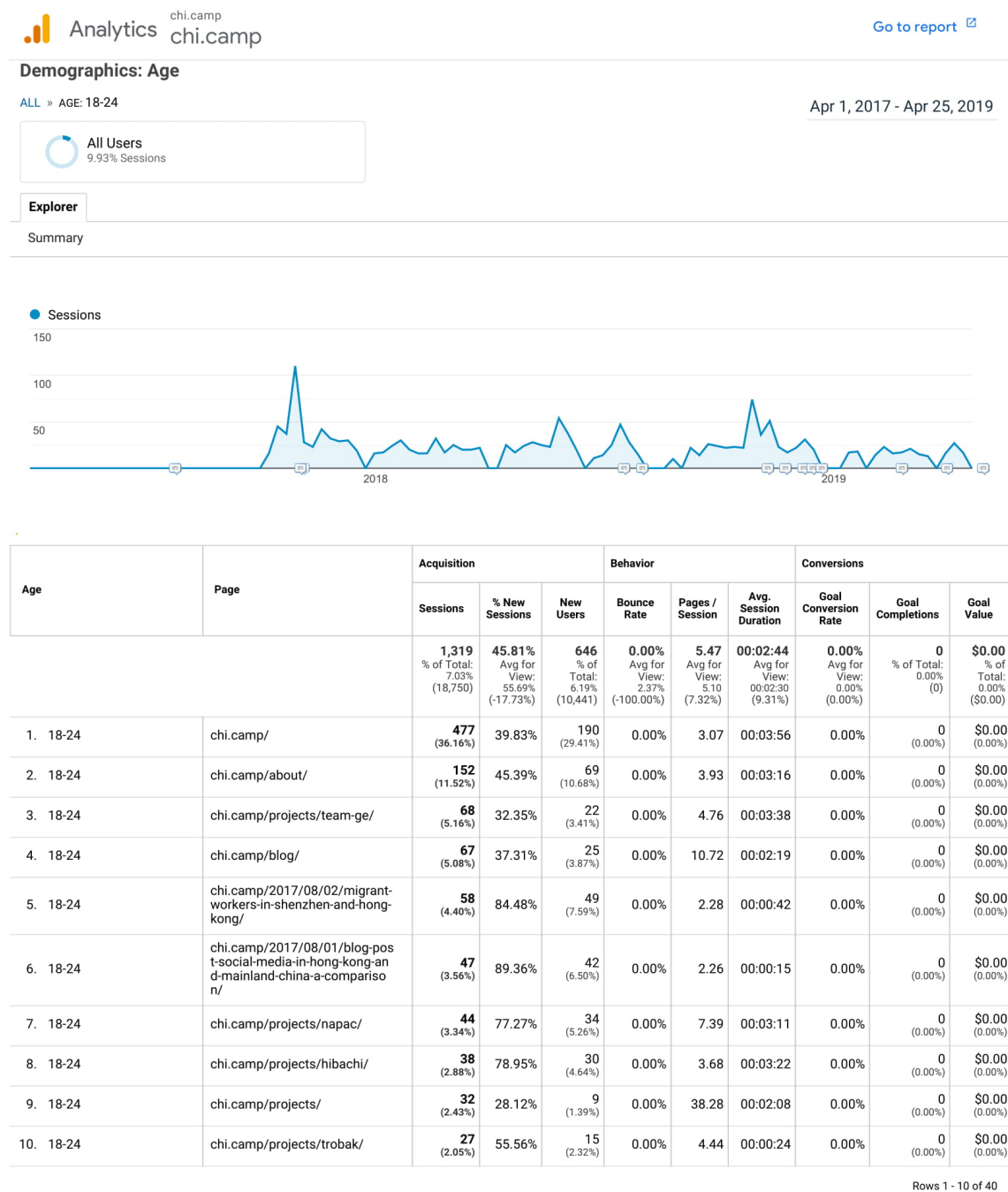
Primary dimensions: age 25-34. Secondary dimensions: pageviews



© 2019 Google

## Appendix 16: Pageviews segmented by age – 18-24

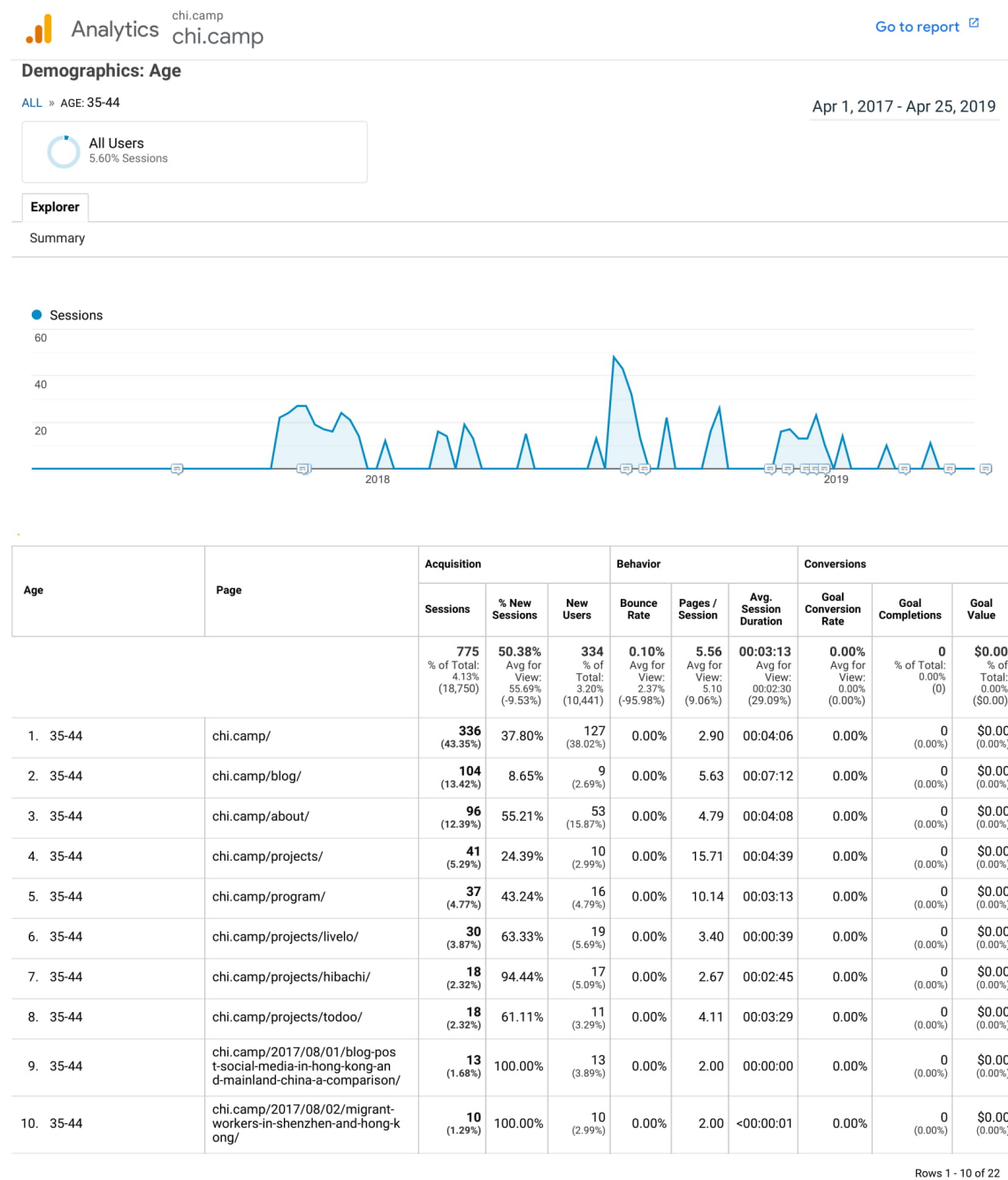
Primary dimensions: age 18-24. Secondary dimensions: pageviews



© 2019 Google

# Appendix 17: Pageviews segmented by age – 34-45

Primary dimensions: age 34-45. Secondary dimensions: pageviews



© 2019 Google



## Appendix 18: Facebook's publications with the higher performance rate



Legend: ML = Marc Laperrouza, WS = Website

 Reach: Organic/Paid  Post clicks  Reactions, comments & shares







18.10.17 - Post RTS: repost video from the RTS news channels.

18/10/2017 07:40	 Nice coverage by RADIO TELEVISION			247		15 5			Booster la publication
12/10/2017 07:40	 Lalamove widening its market. Lucky to have			128		0 1			Booster la publication
10/10/2017 17:05	 Flashback <a href="https://chi.camp/blog/20">https://chi.camp/blog/20</a>			182		15 3			Booster la publication
30/09/2017 08:58	Great turnout for CHIC's 2016-2017 first			182		13 3			Booster la publication




29.11.17 - Invitation to demo days (standard publication), no direct link to CHIC's WB

29/11/2017 13:43	 Join us for the second and last CHIC 2016-			302		21 12			Booster la publication
---------------------	---	---	---	-----	---	----------	---	---	------------------------

12.12.17 – Blog posts about the Demoday – written by ML and posted on the WB

12/12/2017 12:27	 Great turnout for the second and last CHIC			809		25 18			Booster la publication
---------------------	---	---	---	-----	---	----------	---	---	------------------------






26.01.18 – Repost of/link to *lookingsideways.net*, podcasts about Shenzhen. Posted by ML.

26/01/2018 20:08	Nice series of podcasts covering the Shenzhen			972		66 54			Booster la publication
---------------------	--	---	---	-----	---	----------	---	---	------------------------






17.03.18 – Repost of /link to *Horizon-mag.ch*, article about ML. Posted by ML

17/03/2018 13:18	 Nice coverage of CHIC in Horizons Magazine, a			307		44 21			Booster la publication
---------------------	--	---	---	-----	---	----------	---	---	------------------------


26.07.18 – Blog post “Boarder ecology” series – link to CHIC's WS.

26/07/2018 05:20	 Introduction During the whole CHIC experience			277		20 19			Booster la publication
---------------------	--	---	---	-----	---	----------	---	---	------------------------

29.09.18 – Video – *Lost in Construction* trailer, posted by ML











29/09/2018 10:29	 Trailer from Lost in construction by Korlei			721		88 31		Booster la publication
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28.10.18 – Team Blog Post– teams’ presentation, kick-off 2019 – written by ML






28/10/2018 22:20	 Exhausted from a very intensive week-end but			230		50 15		Booster la publication
---------------------	--	---	---	-----	---	----------	---	------------------------

07.11.18 – Team Blog Post – Together (edition 2018) – from CHIC’s WS





08.11.18 – Picture – referral/link to partners – posted by ML

08/11/2018 12:39	 Great mapping of Shenzhen's ecosystem			415		80 14		Booster la publication
07/11/2018 21:53	 Hello dear friends, during this third			363		68 22		Booster la publication



03.12.18 – Invitation to the Demoday – link to *eventbrit.com*, posted by ML

03/12/2018 23:41	 Join us for the second and final CHIC 2017-			312		23 8		Booster la publication
---------------------	---	---	---	-----	---	---------	---	------------------------






11.12.18 – Press article, repost of *l'Agefi.ch*.

11/12/2018 12:41	 Nice coverage in l'AGEFI Suisse on the			668		43 18		Booster la publication
---------------------	--	---	---	-----	---	----------	---	------------------------


24.12.18 – News article on the EPFL’s website, reposted by ML.

24/12/2018 12:45	A little X-Mas gift as the CHIC 2017-2018 edition			608		26 10		Booster la publication
---------------------	---	---	---	-----	---	----------	---	------------------------

02.03.2019 – News article on the UNIL’s website, reposted by ML, no description.

02/03/2019 11:48	 5e édition du CHIC: découvrez les quatre			141		19 7		Booster la publication
---------------------	--	---	---	-----	---	---------	---	------------------------

22.03.19 – Team Blog Post– posted before the Milestone 3.

22/03/2019 17:17	 Dear readers, We are getting ready for			347		16 7		Booster la publication
---------------------	--	---	---	-----	---	---------	---	------------------------

30.03.19 - Team Blog Post– posted before the Milestone 3.

30/03/2019 19:09	 Dear CHIC Community, For our last team			235		2 4		Booster la publication
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## Appendix 19: Benchmark sessions per channels

### Channels

Apr 1, 2017 - Apr 25, 2019

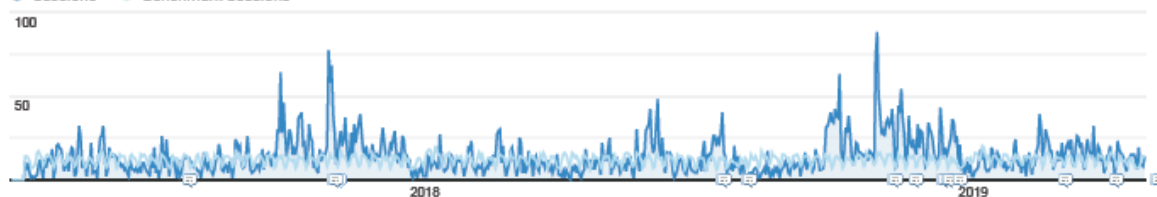
Industry Vertical: **Jobs & Education**

Country / Region: **All Regions**  
Switzerland

Size by daily sessions: **0-99**

There are 443 web properties contributing to this benchmark

● Sessions ● Benchmark Sessions



Default Channel Grouping	Acquisition			Behavior		
	Sessions	% New Sessions	New Users	Pages / Session	Avg. Session Duration	Bounce Rate
	18.42% <span style="color: green;">▲</span> 10,497 vs 8,864	35.93% <span style="color: red;">▼</span> 40.26% vs 62.84%	24.13% <span style="color: red;">▼</span> 4,226 vs 5,570	90.23% <span style="color: green;">▲</span> 6.02 vs 3.17	23.07% <span style="color: green;">▲</span> 00:03:04 vs 00:02:30	99.95% <span style="color: green;">▲</span> 0.03% vs 52.40%
1. Direct	8.61% 3,644 vs 3,355	-12.29% 53.57% vs 61.07%	-4.73% 1,952 vs 2,049	83.53% 6.06 vs 3.30	12.21% 00:03:04 vs 00:02:44	-99.95% 0.03% vs 50.76%
2. Social	-4.18% 2,340 vs 2,442	-54.62% 27.82% vs 61.30%	-56.51% 651 vs 1,497	91.84% 4.81 vs 2.51	50.35% 00:02:21 vs 00:01:33	-99.94% 0.04% vs 66.50%
3. Organic Search	-36.66% 3,257 vs 5,142	-40.47% 39.73% vs 66.74%	-62.30% 1,294 vs 3,432	115.39% 6.87 vs 3.19	46.74% 00:03:26 vs 00:02:21	-99.94% 0.03% vs 52.86%
4. Referral	-49.03% 1,255 vs 2,462	-46.60% 26.14% vs 48.94%	-72.78% 328 vs 1,205	55.81% 5.99 vs 3.85	6.21% 00:03:28 vs 00:03:16	-100.00% 0.00% vs 47.28%
5. Email	-99.97% 1 vs 2,994	230.83% 100.00% vs 30.23%	-99.89% 1 vs 905	184.43% 8.00 vs 2.81	-91.23% 00:00:17 vs 00:03:14	-100.00% 0.00% vs 44.12%
6. (Other)	-100.00% 0 vs 3,805	-100.00% 0.00% vs 52.51%	-100.00% 0 vs 1,998	-100.00% 0.00 vs 2.53	-100.00% 00:00:00 vs 00:02:02	-100.00% 0.00% vs 50.88%
7. Display	-100.00% 0 vs 4,027	-100.00% 0.00% vs 69.70%	-100.00% 0 vs 2,807	-100.00% 0.00 vs 1.50	-100.00% 00:00:00 vs 00:00:36	-100.00% 0.00% vs 77.58%
8. Other Advertising	-100.00% 0 vs 99	-100.00% 0.00% vs 81.82%	-100.00% 0 vs 81	-100.00% 0.00 vs 3.13	-100.00% 00:00:00 vs 00:01:55	-100.00% 0.00% vs 42.42%
9. Paid Search	-100.00% 0 vs 4,266	-100.00% 0.00% vs 72.43%	-100.00% 0 vs 3,090	-100.00% 0.00 vs 2.78	-100.00% 00:00:00 vs 00:01:41	-100.00% 0.00% vs 53.47%

Rows 1 - 9 of 9

## Appendix 20: Summary of the referral and social reports analysis

Date range: 01.04.2017 - 25.04.2019

Sum up			Posts		Facebook			Google-Analytics referral statistics			
Institutions	Edition	Students (total)	Articles/Posts on website	Referencing CHIC	# followers on Facebook	Post about CHIC on respective FB?	Link	% of Total sessions	% of Referral Sessions	Page per sessions	Duration per sessions
HEG GE	3	3	2	Yes	2665	2	1	0,07%	1,00%	4,57	00:03:25
HEPIA GE	3	8	0	No	1971	0	0		NA		
HEAD GE	3	6	0	N/A	10855	0	0		NA		
HEIA FR	3	14	0	N/A	1679	0	0	0,02%	0,14%	2	00:00:00
HEG FR	3	5	0	NA	1085	0	0		NA		
HEIG VD	1	5	1	Yes	3056	0	0	0,20%	2,00%	7,14	00:03:23
SUPSI	1	3	2	No	N/A	N/A	N/A	0,17%	1,00%	5,68	00:04:57
USI	1	1	0	N/A	N/A	N/A	N/A		NA		
ESP DAKAR	1	4	0	N/A	N/A	N/A	N/A		NA		
EPFL	5	49	13	Yes	78263	3	yes	2,97%	26,00%	6,08	00:03:03
ECAL	5	34	3*	No	16600	0	0		NA		
HEC UNIL	5	18	3	Yes	8603	5	Yes	0,53%	5,00%	8,22	00:05:45
<b>TOTAL</b>					<b>124 777,00</b>	<b>10</b>		<b>3,96%</b>	<b>35,14%</b>	<b>5,62</b>	<b>00:03:26</b>

Press / Blog	Number of publication	Complete reference to CHIC ?	Link ?	Shared on CHIC Social Media ?	Impressions	Clicks	Reactions	% of Total sessions	% of Referral Sessions	Page per sessions	Duration per sessions
Horizons	3	Yes	Yes	Yes	307	44	21	0,42%	4%	4,51	00:00:06
Bilan	1	Yes	Yes	No				0,06%	0,50%	9,27	00:02:27
TIO (20minutes)	1	No	No	No				N/A			
Le Temps	1	Yes	Yes	No				N/A			
L'illustré *	2	No	No	No**				N/A			
L'Agefi	5	No	No	Yes, 1	688	61	16	N/A			
ICT Journal	6	No	No	No				N/A			
<b>BLOG / OTHER</b>											
ICRC	1	Yes	Yes	No				0,02%	0,14%	3,33	00:00:22
Medium	6	Yes	Yes	No				0,08%	0,70%	3,07	00:00:31
Flowlin Website		No	No	No				N/A			
Guido Website		Yes	Yes	No				0,20%	1,72%	4,27	00:01:36
<b>TOTAL</b>								<b>0,78%</b>	<b>7,06%</b>	<b>4,89</b>	<b>00:01:00</b>

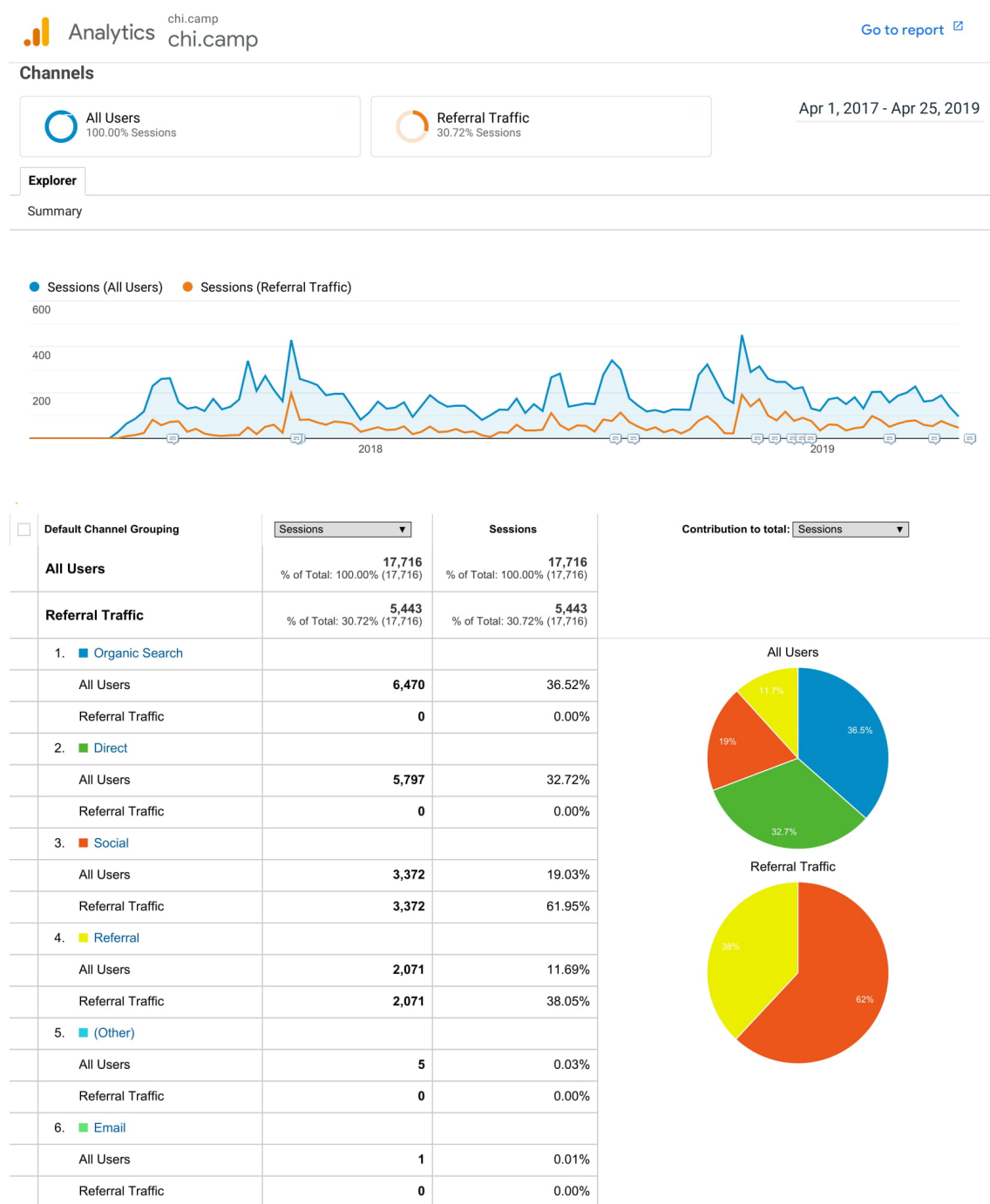
\*L'illustré - article out of the GA period of analysis - UBS Contest case

\*\* Not shared at the time of analysis

Sponsors / other partners	Number of publication	Complete reference to CHIC ?	Link ?	OTHER				% of Total sessions	% of Referral Sessions	Page per sessions	Duration per sessions
Swissnex	8	Yes	No	Facebook followe	1155	Posts publish	1	0,03%	0,28%	21,33	00:22:16
EPFL+ECAL Lab	1	Yes	Yes	Facebook followe	1210	Posts publish	3	0,29%	2,50%	1,31	00:01:31
Grstifung	1	Yes	Yes					0,01%	0,09%	4	00:00:34
Sinoptic	5	No	3/5					0,02%	0,14%	2,67	00:00:01
Total								0,35%	3,01%	7,33	00:06:05
TOTAL	65			FB Followers	128 137.00			5.09%	45.21%	5.94	00:03:30

## Appendix 21: All referral acquisition channels report

All traffic sources compared to all referral sources (Social and Referral grouped)



## Appendix 22: Social acquisition report

### Channels

ALL » DEFAULT CHANNEL GROUPING: Social

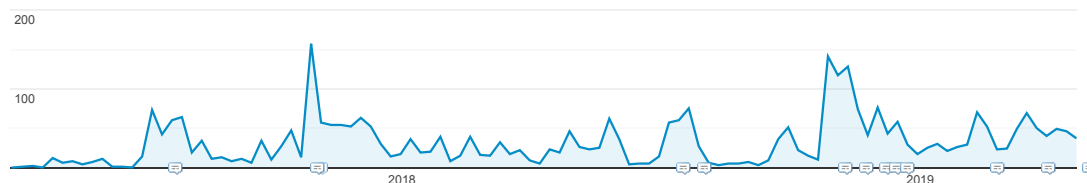
Apr 1, 2017 - Apr 25, 2019



### Explorer

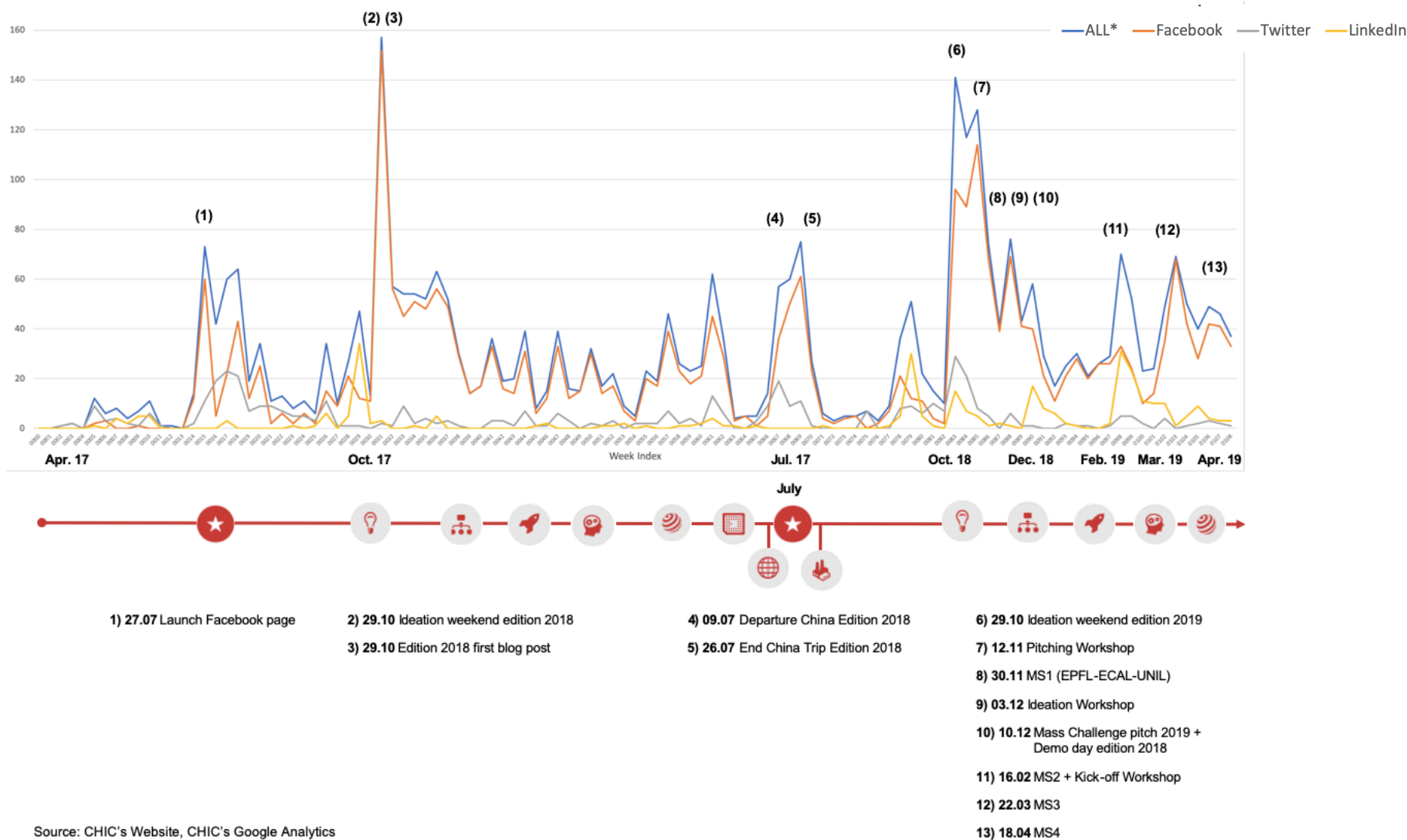
Summary

### Sessions



Social Network	Sessions	Sessions	Contribution to total: Sessions
	3,424 % of Total: 18.26% (18,750)	3,424 % of Total: 18.26% (18,750)	
1. Facebook	2,580	75.35%	
2. Twitter	458	13.38%	
3. LinkedIn	317	9.26%	
4. Netvibes	37	1.08%	
5. Instagram	11	0.32%	
6. WordPress	10	0.29%	
7. YouTube	9	0.26%	
8. Snapchat	2	0.06%	

## Appendix 23: Social acquisition sources cross-referenced with CHIC's timeline



## List of the links analyzed in the following appendices

<b>HEG GE</b>	Link 1	<a href="https://www.hesge.ch/heg/actualites/2018/alumnus-2018-filiere-ibm-obtient-premiere-place-du-prix-meilleure-idee">https://www.hesge.ch/heg/actualites/2018/alumnus-2018-filiere-ibm-obtient-premiere-place-du-prix-meilleure-idee</a>
	Link 2	<a href="https://www.hesge.ch/heg/actualites/2018/projet-guido-music-learning-made-fun-remporte-deuxieme-place-du-concours-genilem-hes">https://www.hesge.ch/heg/actualites/2018/projet-guido-music-learning-made-fun-remporte-deuxieme-place-du-concours-genilem-hes</a>
	Link 3	<a href="https://mailing.hesge.ch/mailing/horizon/201801.htm">https://mailing.hesge.ch/mailing/horizon/201801.htm</a>
<b>HEIG VD</b>	Link 1	<a href="https://heig-vd.ch/accueil/2019/02/14/la-heig-vd-rejoint-le-china-hardware-innovation-camp">https://heig-vd.ch/accueil/2019/02/14/la-heig-vd-rejoint-le-china-hardware-innovation-camp</a>
<b>SUPSI</b>	Link 1	<a href="http://www.supsi.ch/international/eventi-comunicazioni/news/2017/2017-10-17.html">http://www.supsi.ch/international/eventi-comunicazioni/news/2017/2017-10-17.html</a>
	Link 2	<a href="http://www.supsi.ch/dacd/eventi-comunicazioni/comunicati-stampa/2017/2017-09-22.html">http://www.supsi.ch/dacd/eventi-comunicazioni/comunicati-stampa/2017/2017-09-22.html</a>
<b>ECAL</b>	Link 1	<a href="https://www.ecal.ch/fr/3786/news-presse/prix-distinctions/ecal-prix-et-bourses-2018">https://www.ecal.ch/fr/3786/news-presse/prix-distinctions/ecal-prix-et-bourses-2018</a>
	Link 2	<a href="https://www.ecal.ch/fr/3532/news-presse/prix-distinctions/ecal-prix-et-bourses-2017">https://www.ecal.ch/fr/3532/news-presse/prix-distinctions/ecal-prix-et-bourses-2017</a>
	Link 3	<a href="https://www.ecal.ch/fr/3224/news-presse/prix-distinctions/ecal-ceremonie-des-diplomes-prix">https://www.ecal.ch/fr/3224/news-presse/prix-distinctions/ecal-ceremonie-des-diplomes-prix</a>
<b>UNIL-HEC</b>	Link 1	<a href="https://news.unil.ch/display/1551430688024">https://news.unil.ch/display/1551430688024</a>
	Link 2	<a href="https://news.unil.ch/display?id=1537885447379">https://news.unil.ch/display?id=1537885447379</a>
	Link 3	<a href="https://news.unil.ch/display/1530799615525">https://news.unil.ch/display/1530799615525</a>
<b>EPFL</b>	Link 1	<a href="https://actu.epfl.ch/news/des-etudiants-de-l-epfl-concoivent-des-solutions-8/">https://actu.epfl.ch/news/des-etudiants-de-l-epfl-concoivent-des-solutions-8/</a>
	Link 2	<a href="https://actu.epfl.ch/news/epfl-students-engineer-societal-solutions-in-ind-7/">https://actu.epfl.ch/news/epfl-students-engineer-societal-solutions-in-ind-7/</a>
	Link 3	<a href="https://actu.epfl.ch/news/de-l-epfl-a-la-chine-pour-realiser-des-objets-co-6/">https://actu.epfl.ch/news/de-l-epfl-a-la-chine-pour-realiser-des-objets-co-6/</a>
	Link 4	<a href="https://actu.epfl.ch/news/epfl-students-travel-to-china-to-create-connected-/">https://actu.epfl.ch/news/epfl-students-travel-to-china-to-create-connected-/</a>
	Link 5	<a href="https://actu.epfl.ch/news/des-etudiants-experimentent-le-made-in-china/">https://actu.epfl.ch/news/des-etudiants-experimentent-le-made-in-china/</a>
	Link 6	<a href="https://actu.epfl.ch/news/epfl-students-get-hands-on-experience-with-made-in/">https://actu.epfl.ch/news/epfl-students-get-hands-on-experience-with-made-in/</a>
	Link 7	<a href="https://actu.epfl.ch/news/mineure-en-science-technologie-et-area-studies-deu/">https://actu.epfl.ch/news/mineure-en-science-technologie-et-area-studies-deu/</a>
	Link 8	<a href="https://actu.epfl.ch/news/minor-in-science-technology-and-area-studies-sec-9/">https://actu.epfl.ch/news/minor-in-science-technology-and-area-studies-sec-9/</a>
	Link 9	<a href="https://actu.epfl.ch/news/student-innovation-from-lausanne-to-china-6/">https://actu.epfl.ch/news/student-innovation-from-lausanne-to-china-6/</a>
	Link 10	<a href="https://actu.epfl.ch/news/des-etudiants-innovent-de-lausanne-a-la-chine-9/">https://actu.epfl.ch/news/des-etudiants-innovent-de-lausanne-a-la-chine-9/</a>
	Link 11	<a href="https://actu.epfl.ch/news/des-etudiants-inventent-les-objets-du-futur-6/">https://actu.epfl.ch/news/des-etudiants-inventent-les-objets-du-futur-6/</a>
	Link 12	<a href="https://actu.epfl.ch/news/students-are-inventing-the-objects-of-tomorrow-6/">https://actu.epfl.ch/news/students-are-inventing-the-objects-of-tomorrow-6/</a>
	Link 13	<a href="https://actu.epfl.ch/news/epfl-china-hardware-innovation-camp-2015/">https://actu.epfl.ch/news/epfl-china-hardware-innovation-camp-2015/</a>
	Link 14	<a href="https://www.epfl.ch/education/educational-initiatives/fr/projets_interdisciplinaires/chic/">https://www.epfl.ch/education/educational-initiatives/fr/projets_interdisciplinaires/chic/</a>
	Link 15	<a href="https://www.epfl.ch/education/educational-initiatives/interdisciplinary-projects/chic/">https://www.epfl.ch/education/educational-initiatives/interdisciplinary-projects/chic/</a>
	Link 16	<a href="https://memento.epfl.ch/event/chic-2016-ideation-week-end-2/">https://memento.epfl.ch/event/chic-2016-ideation-week-end-2/</a>
	Link 17	<a href="https://people.epfl.ch/marc.laperrouza">https://people.epfl.ch/marc.laperrouza</a>
	Link 18	<a href="https://people.epfl.ch/marc.laperrouza?lang=en">https://people.epfl.ch/marc.laperrouza?lang=en</a>



<b>Horizons</b>	<i>Link 1</i>	<a href="https://www.horizonte-magazin.ch/2018/03/08/innovation-schweizer-studierende-erleben-die-globalisierung-aus-der-sicht-chinas/">https://www.horizonte-magazin.ch/2018/03/08/innovation-schweizer-studierende-erleben-die-globalisierung-aus-der-sicht-chinas/</a>
	<i>Link 2</i>	<a href="https://www.horizons-mag.ch/2018/03/08/innovation-the-sino-helvetic-view-on-globalisation/">https://www.horizons-mag.ch/2018/03/08/innovation-the-sino-helvetic-view-on-globalisation/</a>
	<i>Link 3</i>	<a href="https://www.revue-horizons.ch/2018/03/08/innovation-des-etudiants-suisse-decouvrent-la-mondialisation-vue-de-chine/">https://www.revue-horizons.ch/2018/03/08/innovation-des-etudiants-suisse-decouvrent-la-mondialisation-vue-de-chine/</a>
<b>Bilan</b>	<i>Link 1</i>	<a href="https://www.bilan.ch/opinions/pascal-marmier/programme-chic-ces-etudiants-qui-innovent-dans-le-hardware">https://www.bilan.ch/opinions/pascal-marmier/programme-chic-ces-etudiants-qui-innovent-dans-le-hardware</a>
<b>TIO</b>	<i>Link 1</i>	<a href="https://www.tio.ch/ticino/attualita/1165674/studenti-supsi-in-visita-in-cina">https://www.tio.ch/ticino/attualita/1165674/studenti-supsi-in-visita-in-cina</a>
<b>Le Temps</b>	<i>Link 1</i>	<a href="https://www.letemps.ch/economie/suisse-seduits-linnovante-shenzhen">https://www.letemps.ch/economie/suisse-seduits-linnovante-shenzhen</a>
<b>L'Illustré *</b>	<i>Link 1</i>	<a href="https://www.illustre.ch/magazine/etudiants-fribourgeois-accelere-futur">https://www.illustre.ch/magazine/etudiants-fribourgeois-accelere-futur</a>
	<i>Link 2</i>	<a href="https://www.illustre.ch/magazine/un-projet-innovant-un-futur-deja-present">https://www.illustre.ch/magazine/un-projet-innovant-un-futur-deja-present</a>
<b>L'Agefi</b>	<i>Link 1</i>	<a href="http://www.agefi.com/quotidien-agefi/une/detail/edition/2018-07-09/article/le-periple-chinois-de-28-etudiants-romands-479494.html">http://www.agefi.com/quotidien-agefi/une/detail/edition/2018-07-09/article/le-periple-chinois-de-28-etudiants-romands-479494.html</a>
	<i>Link 2</i>	<a href="http://www.agefi.com/home/politique/detail/edition/online/article/la-quatrieme-edition-du-programme-pedagogique-china-hardware-innovation-camp-sest-terminee-ce-lundi-soir-avec-un-demo-day-une-soiree-de-demonstrations-dobjets-connectes-trois-des-cinq-483735.html">http://www.agefi.com/home/politique/detail/edition/online/article/la-quatrieme-edition-du-programme-pedagogique-china-hardware-innovation-camp-sest-terminee-ce-lundi-soir-avec-un-demo-day-une-soiree-de-demonstrations-dobjets-connectes-trois-des-cinq-483735.html</a>
	<i>Link 3</i>	<a href="https://www.agefi.com/home/news/detail-ageficom/edition/online/article/internet-des-objets-la-quatrieme-edition-du-projet-pedagogique-china-hardware-innovation-camp-emmene-des-jeunes-a-shenzhen-et-hong-kong-479437.html">https://www.agefi.com/home/news/detail-ageficom/edition/online/article/internet-des-objets-la-quatrieme-edition-du-projet-pedagogique-china-hardware-innovation-camp-emmene-des-jeunes-a-shenzhen-et-hong-kong-479437.html</a>
	<i>Link 4</i>	<a href="http://www.agefi.com/nc/quotidien-lagefi/entreprises/detail/edition/2018-07-09/article/lequipe-dont-fait-partie-chloe-dickson-etudiante-en-genie-mecanique-a-lepfl-est-passee-par-de-nombreuses-iterations-avant-de-trouver-sa-voie-479438.html">http://www.agefi.com/nc/quotidien-lagefi/entreprises/detail/edition/2018-07-09/article/lequipe-dont-fait-partie-chloe-dickson-etudiante-en-genie-mecanique-a-lepfl-est-passee-par-de-nombreuses-iterations-avant-de-trouver-sa-voie-479438.html</a>
	<i>Link 5</i>	<a href="http://www.agefi.com/nc/quotidien-lagefi/entreprises/detail/edition/2018-07-09/article/un-instrument-intelligent-qui-oriente-les-tout-petits-des-quatre-ans-a-travers-leurs-gammes-et-arpees-cest-lidee-derriere-guido-le-clavier-educatif-que-concoivent-des-etudiants-479439.html">http://www.agefi.com/nc/quotidien-lagefi/entreprises/detail/edition/2018-07-09/article/un-instrument-intelligent-qui-oriente-les-tout-petits-des-quatre-ans-a-travers-leurs-gammes-et-arpees-cest-lidee-derriere-guido-le-clavier-educatif-que-concoivent-des-etudiants-479439.html</a>
<b>ICT Journal</b>	<i>Link 1</i>	<a href="https://www.ictjournal.ch/articles/2015-09-17/alexandre-wayenberg-aucun-prototype-ne-survit-au-premier-contact-avec-lusine">https://www.ictjournal.ch/articles/2015-09-17/alexandre-wayenberg-aucun-prototype-ne-survit-au-premier-contact-avec-lusine</a>
	<i>Link 2</i>	<a href="https://www.ictjournal.ch/articles/2015-09-17/un-outil-ludo-educatif-innovant-pour-tester-la-qualite-de-leau">https://www.ictjournal.ch/articles/2015-09-17/un-outil-ludo-educatif-innovant-pour-tester-la-qualite-de-leau</a>
	<i>Link 3</i>	<a href="https://www.ictjournal.ch/articles/2015-09-17/une-tablette-pour-integrer-les-plus-ages-au-monde-connecte">https://www.ictjournal.ch/articles/2015-09-17/une-tablette-pour-integrer-les-plus-ages-au-monde-connecte</a>
	<i>Link 4</i>	<a href="https://www.ictjournal.ch/articles/2015-09-17/des-etudiants-lausannois-imaginent-le-biberon-du-futur">https://www.ictjournal.ch/articles/2015-09-17/des-etudiants-lausannois-imaginent-le-biberon-du-futur</a>
	<i>Link 5</i>	<a href="https://www.ictjournal.ch/articles/2015-09-17/marc-laperrouza-le-principal-apprentissage-concerne-la-collaboration">https://www.ictjournal.ch/articles/2015-09-17/marc-laperrouza-le-principal-apprentissage-concerne-la-collaboration</a>
	<i>Link 6</i>	<a href="https://www.ictjournal.ch/articles/2015-09-17/pascal-marmier-a-shenzhen-les-maker-spaces-favorisent-la-creativite">https://www.ictjournal.ch/articles/2015-09-17/pascal-marmier-a-shenzhen-les-maker-spaces-favorisent-la-creativite</a>
<b>ICRC</b>	<i>Link 1</i>	<a href="https://blogs.icrc.org/gphi2/2016/07/25/students-makers-hack-solutions-icrc-challenges-shenzhen/">https://blogs.icrc.org/gphi2/2016/07/25/students-makers-hack-solutions-icrc-challenges-shenzhen/</a>
<b>Medium</b>	<i>Link 1</i>	<a href="https://medium.com/enter-the-epfl-ecal-lab/new-jobs-need-new-skills-shaping-academic-programs-of-tomorrow-c2b4e668dbff">https://medium.com/enter-the-epfl-ecal-lab/new-jobs-need-new-skills-shaping-academic-programs-of-tomorrow-c2b4e668dbff</a>

	<i>Link 2</i>	<a href="https://medium.com/@Rajsaam/shenzhen-the-work-part-chic-episode-9-the-end-813f7c3ac4fe">https://medium.com/@Rajsaam/shenzhen-the-work-part-chic-episode-9-the-end-813f7c3ac4fe</a>
	<i>Link 3</i>	<a href="https://medium.com/@Rajsaam/from-vacation-to-work-hong-kong-chic-episode-5-d7b0a1e39e25">https://medium.com/@Rajsaam/from-vacation-to-work-hong-kong-chic-episode-5-d7b0a1e39e25</a>
	<i>Link 4</i>	<a href="https://medium.com/@Rajsaam/geneva-bangkok-chic-episode-1-187a9cd39502">https://medium.com/@Rajsaam/geneva-bangkok-chic-episode-1-187a9cd39502</a>
	<i>Link 5</i>	<a href="https://medium.com/@Rajsaam/shenzhen-the-easy-part-chic-episode-8-b732e3583d08">https://medium.com/@Rajsaam/shenzhen-the-easy-part-chic-episode-8-b732e3583d08</a>
	<i>Link 6</i>	<a href="https://medium.com/@krohak/a-month-at-makerbay-with-scoutbots-marine-litter-detective-25cba8e71e04">https://medium.com/@krohak/a-month-at-makerbay-with-scoutbots-marine-litter-detective-25cba8e71e04</a>
<b>Flowlin</b>	<i>Link 1</i>	<a href="https://www.flowlin.ch/">https://www.flowlin.ch/</a>
<b>Guido</b>	<i>Link 1</i>	<a href="http://playguido.io/">http://playguido.io/</a>
<b>Swissnex</b>	<i>Link 1</i>	<a href="https://www.swissnexchina.org/en/media/latest-news/a-dive-into-chinas-hardware-innovation/">https://www.swissnexchina.org/en/media/latest-news/a-dive-into-chinas-hardware-innovation/</a>
	<i>Link 2</i>	<a href="https://www.swissnexchina.org/en/event/humanitarian-hackathon/">https://www.swissnexchina.org/en/event/humanitarian-hackathon/</a>
	<i>Link 3</i>	<a href="https://www.swissnexchina.org/en/event/swiss-chinese-friendship-day-in-shenzhen/">https://www.swissnexchina.org/en/event/swiss-chinese-friendship-day-in-shenzhen/</a>
	<i>Link 4</i>	<a href="http://www.blog.swissnexchina.org/innovation/2015/7/21/a-sneak-peek-into-the-china-hardware-innovation-camp-in-shenzhen">http://www.blog.swissnexchina.org/innovation/2015/7/21/a-sneak-peek-into-the-china-hardware-innovation-camp-in-shenzhen</a>
	<i>Link 5</i>	<a href="https://mailchi.mp/swissnexchina/inspiring-partnerships-the-swissnex-annual-report-2016-is-online-now-2118537?e=b4d7a8460c">https://mailchi.mp/swissnexchina/inspiring-partnerships-the-swissnex-annual-report-2016-is-online-now-2118537?e=b4d7a8460c</a>
	<i>Link 6</i>	<a href="http://www.blog.swissnexchina.org/swissnex-news/2018/10/25/swiss-french-speaking-alumni-event-at-the-confucius-institute-in-the-university-of-geneva">http://www.blog.swissnexchina.org/swissnex-news/2018/10/25/swiss-french-speaking-alumni-event-at-the-confucius-institute-in-the-university-of-geneva</a>
	<i>Link 7</i>	<a href="https://www.sinoptic.ch/embassy/enviroscience/pdf/2018/201812_Science.China.Ne wsletter-en.pdf">https://www.sinoptic.ch/embassy/enviroscience/pdf/2018/201812_Science.China.Ne wsletter-en.pdf</a>
	<i>Link 8</i>	<a href="http://swissinnovation.org/newsChina/web/2018/09-181218-7d">http://swissinnovation.org/newsChina/web/2018/09-181218-7d</a>
<b>EPFL+ECAL Lab</b>	<i>Link 1</i>	<a href="http://www.epfl-ecal-lab.ch/education2019/">http://www.epfl-ecal-lab.ch/education2019/</a>
<b>Grstifung</b>	<i>Link 1</i>	<a href="https://www.grstiftung.ch/fr/search~grs-046-15~.html?search=china+hardware+innovation+camp">https://www.grstiftung.ch/fr/search~grs-046-15~.html?search=china+hardware+innovation+camp</a>
<b>Sinoptic</b>	<i>Link 1</i>	<a href="https://www.sinoptic.ch/la-heig-vd-rejoint-le-china-hardware-innovation-camp/">https://www.sinoptic.ch/la-heig-vd-rejoint-le-china-hardware-innovation-camp/</a>
	<i>Link 2</i>	<a href="https://www.sinoptic.ch/science-china-newsletter-2018-12/">https://www.sinoptic.ch/science-china-newsletter-2018-12/</a>
	<i>Link 3</i>	<a href="https://www.sinoptic.ch/4e-rencontre-des-alumni-de-suisse-romande/">https://www.sinoptic.ch/4e-rencontre-des-alumni-de-suisse-romande/</a>
	<i>Link 4</i>	<a href="https://www.sinoptic.ch/china-hardware-innovation-camp/">https://www.sinoptic.ch/china-hardware-innovation-camp/</a>
	<i>Link 5</i>	<a href="https://www.sinoptic.ch/swissnex-china-lettre-dinformation-2/">https://www.sinoptic.ch/swissnex-china-lettre-dinformation-2/</a>

## Appendix 24: Geneva - referral and social analysis

### HEG-GE

Number of editions	3	2017 (CHIP) -2018-2019	
Nbr students (total)	3	Tabea, Vignesh, Giulia	1 student per edition
Nbr article/posts (total)	2		

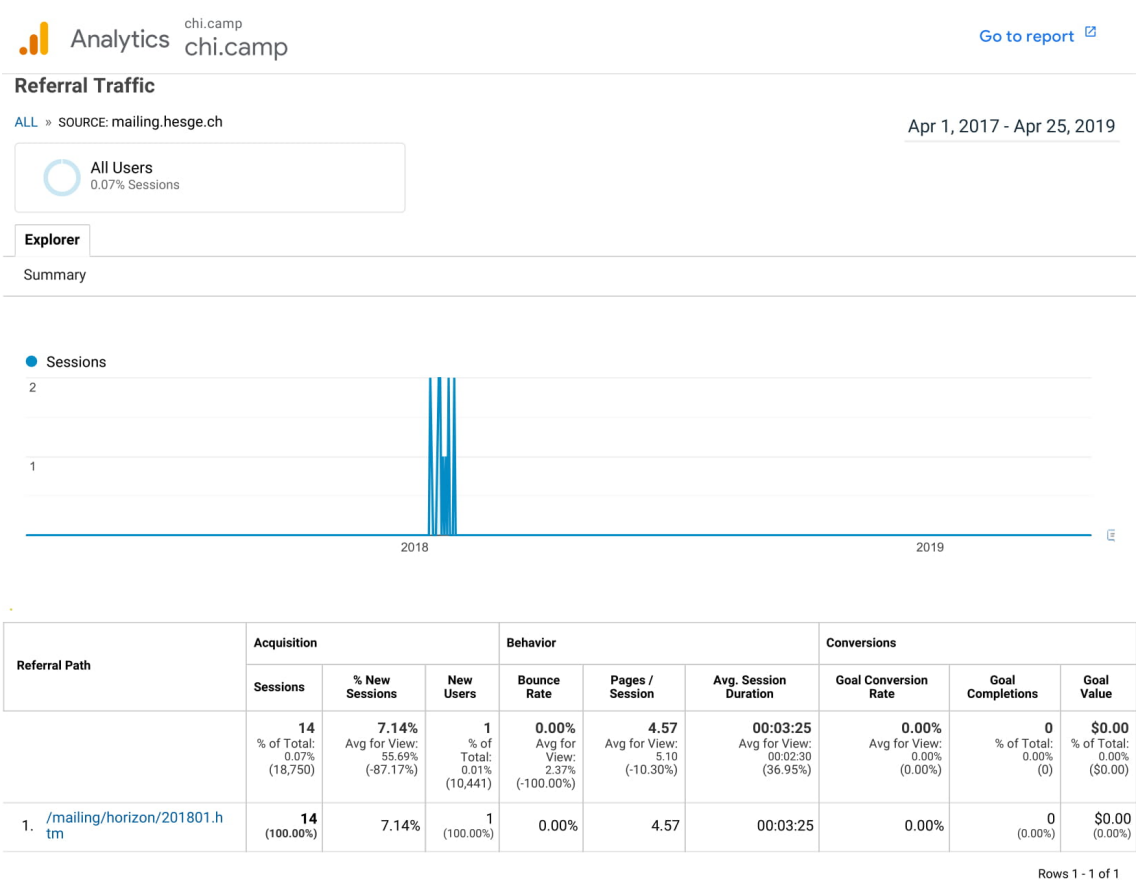
	1	2	3
Title article	Un alumnus 2018 de la filière IBM obtient la première place du prix de la meilleure idée	Le projet « Guido – Music Learning Made Fun » a remporté la deuxième place du concours Genilem HES	EMAILING January 2018
Link article :	<a href="#">link article 1</a>	<a href="#">link article 2</a>	<a href="#">Link (safari)</a>
Date publication			
Team edition	Guido - 2018	Guido - 2018	Shuki 2017 (Tabea)
Article type/theme :	Contest results	Contest results	Newsletter January 2018
Referre to (per article):			
• webiste CHIC :	YES	YES	Yes
- with link ?	YES	YES	Yes
• Marc Laperrouza :	YES	YES	No
- with link ?	YES	NO	No
• EPFL :	YES	YES	Yes
- with link ?	YES	NO	No
• Facebook page :	NO	NO	N/A
- with link ?	NO	NO	N/A
Remark			

Analytics - referral :			See Report PDF
Number of sessions	No data	No data	14
Period pic			January 18 (sending period)
% of TOTAL sessions			0,07%
Total Referral Sessions			2153,00
% of REFERRAL Sessions (total 2153)			1%
BEHAVIOUR:			
Page per sessions			4,57
Duration per sessions			00:03:25

Social Media from each school		
Facebook page name	Haute école de gestion de Genève	
Number of Likes	2665	
Frequency of posts	12-18 per month	
Activity around CHIC:		
Post shared:	Guido Genilem Prize (Link 1)	Repost Chic page "Agefi" article
Number of likes	2	1
Number of comments	0	0
Number of shares	1	0



HEG-GE – GA Referral report



## HEPIA

Number of editions	3	2017-2018-2019
Nbr students (total)	2	2017
	3	2018
	3	2019
total	8	
Nbr article/posts (total)	0	

NA		
Title article		
Link article :		
Date publication		
Team edition		
Article type/theme :		
Referred to (per article):		
• webiste CHIC :		
- with link ?		
• Marc Laperrouza :		
- with link ?		
• EPFL :		
- with link ?		
• Facebook page :		
- with link ?		
Remark		

Analytics:	NA	
statistics referral from this article		

Social Media from each school		
Facebook page name	Hepia Genève	
Number of Likes	1971	
Frequency of posts	10-12 per month	
Activity around CHIC:	NONE	
Post shared:		
Number of likes		
Number of comments		
Number of shares		
Other	Post about Upgreen (innokick) winner of genilem but nothing about guido	

## HEAD

Number of editions	3	
Nbr students (total)	2	2017
	2	2018
	2	2019
total	6	
Nbr article/posts (total)	0	

NA		
Title article		
Link article :		
Date publication		
Team edition		
Article type/theme :		
Referred to (per article):		
• webiste CHIC :		
- with link ?		
• Marc Laperrouza :		
- with link ?		
• EPFL :		
- with link ?		
• Facebook page :		
- with link ?		
Remark		

Analytics:	NA	
statistics referral from this article		

Social Media from each school		
Facebook page name	Haute école d'art et de design - Genève	
Number of Likes	10855	
Frequency of posts	20 per month	
Activity around CHIC:	NONE	
Post shared:		
Number of likes		
Number of comments		
Number of shares		

## Appendix 25: Fribourg - referral and social analysis

### HEG FR

Number of editions	3	
Nbr students (total)	1	2017
	2	2018
	2	2019
Total	5	
Nbr article/posts (total)	0	

NA		
Title article		
Link article :		
Date publication		
Team edition		
Article type/theme :		
Reffer to (per article):		
• webiste CHIC :		
- with link ?		
• Marc Laperrouza :		
- with link ?		
• EPFL :		
- with link ?		
• Facebook page :		
- with link ?		
Remark		

Analytics Referral -	NA	
Number of sessions		
Period pic		
% of TOTAL sessions		
% of REFERRAL Sessions		

Social Media from each school		
Facebook page name	Haute école de gestion Fribourg	
Number of Likes	1085	
Frequency of posts	5-10 per month	
Activity around CHIC:		
	Heptabox winner of the UBS Innovation contest, L'illustré article (May 2019)	
Post shared:		
Number of likes	29	
Number of comments	5	
Number of shares	8	

### HEIA FR

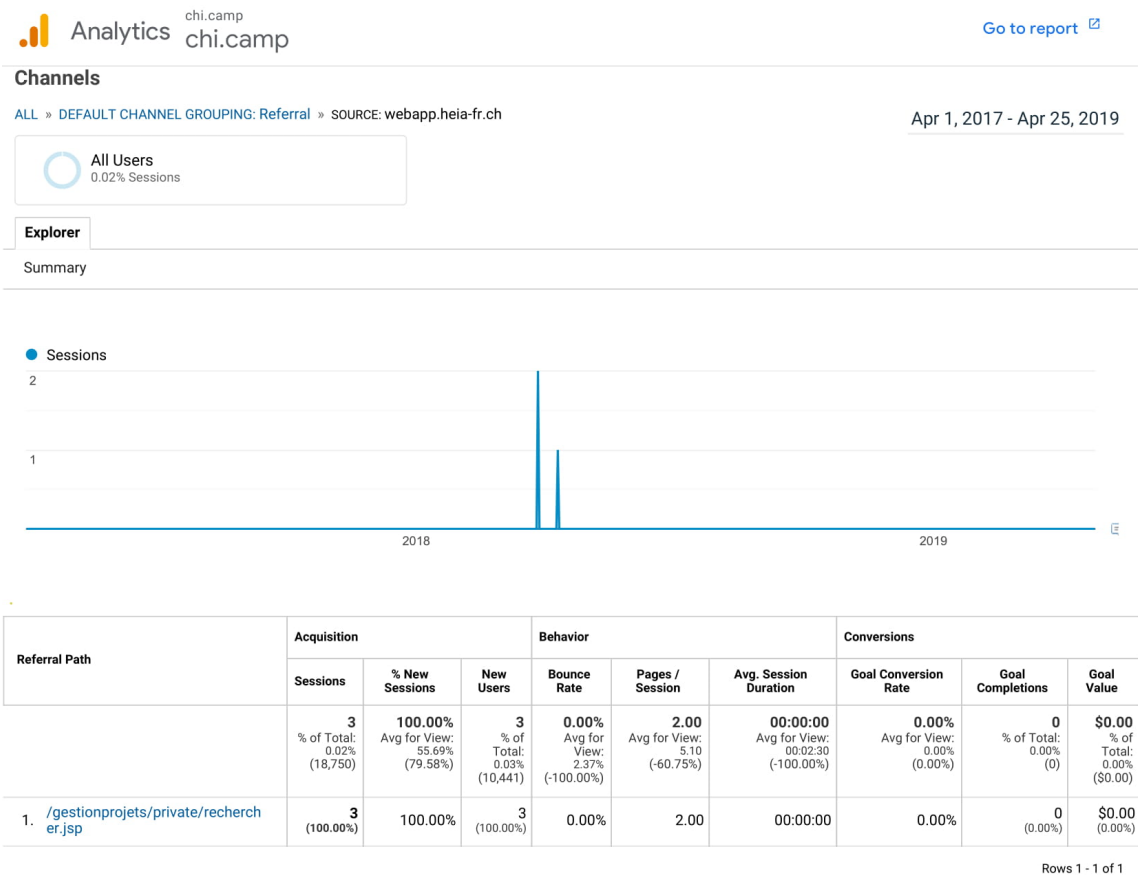
Number of editions	3	
Nbr students (total)	6	2017
	4	2018
	4	2019
total	14	
Nbr article/posts (total)	0	

NA		
Title article		
Link article :		
Date publication		
Team edition		
Article type/theme :		
Reffer to (per article):		
• webiste CHIC :		
- with link ?		
• Marc Laperrouza :		
- with link ?		
• EPFL :		
- with link ?		
• Facebook page :		
- with link ?		
Remark		

Analytics Referral - Webapp Heia (restricted access):		
Number of sessions	3	
Period pic	March 19	
% of TOTAL sessions	0,02%	
Total referral sessions	2153	
% of REFERRAL Sessions	0,14%	
BEHAVIOUR:		
Page per sessions	2	
Duration per sessions	00:00:00	

Social Media from each school		
Facebook page name	Haute école d'ingénierie et d'architecture de Fribourg	
Number of Likes	1679	
Frequency of posts	8-10 per month	
Activity around CHIC:	NONE	
Post shared:		
Number of likes		
Number of comments		
Number of shares		

# HEIA-FR – GA Referral report



## Appendix 26: Vaud - referral and social analysis

### HEIG VD

Number of editions	1		
Nbr students (total)	5	2019	
	+ 1 Ecal		
Nbr article/posts (total)	1		

	1	
Title article	La HEIG-VD rejoint le China Hardware Innovation Camp	
Link article :	<a href="#">Link article</a>	
Date publication	14.02.19	
Team edition	Fog team	
Article type/theme :	Presentation of the program and announcement of first participation	
Referred to (per article):		
• webiste CHIC :	Link team page	
- with link ?	yes	
• Marc Laperrouza :	NO	
- with link ?	NO	
• EPFL :	YES	
- with link ?	NO	
• Facebook page :	NO	
- with link ?	NO	
Other:	Link video youtube (2015-2016)	
Remark		

Analytics Referral -	Article /website	INTRANET & Restricted area (repost of the article) (3 sources)	Other - restricted	TOTAL
Number of sessions	16	14	7	37
Period pic	Feb 19	Feb 19	May 18 - Feb 19	
% of TOTAL sessions	0,09%	0,07%	0,04%	0,20%
Total referral sessions				2153
% of REFERRAL Sessions				2%
BEHAVIOUR:				
Page per sessions				7,14
Duration per sessions				00:03:23

Social Media from each school		
Facebook page name	HEIG-VD (Haute Ecole d'Ingénierie et de Gestion du Canton de Vaud)	
Number of Likes	3056	
Frequency of posts	8-12 per month	
Activity around CHIC:	NONE	
Post shared:		
Number of likes		
Number of comments		
Number of shares		



## HEIG-VD - GA Referral report

### Channels

ALL » DEFAULT CHANNEL GROUPING: Referral » SOURCE: heig-vd.ch

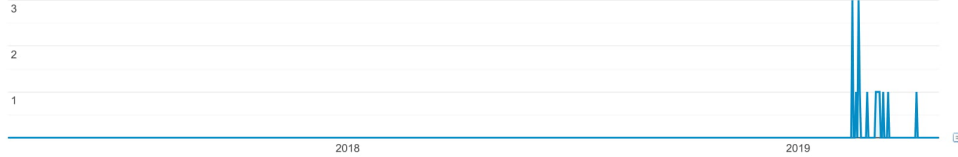
Apr 1, 2017 - Apr 25, 2019

All Users  
0.09% Sessions

#### Explorer

Summary

#### Sessions



Referral Path	Acquisition			Behavior			Conversions		
	Sessions	% New Sessions	New Users	Bounce Rate	Pages / Session	Avg. Session Duration	Goal Conversion Rate	Goal Completions	Goal Value
	16 % of Total: 0.09% (18,750)	62.50% Avg for View: 55.69% (12.24%)	10 % of Total: 0.10% (10,441)	0.00% Avg for View: 2.37% (-100.00%)	7.75 Avg for View: 5.10 (52.08%)	00:02:45 Avg for View: 00:02:30 (10.15%)	0.00% Avg for View: 0.00% (0.00%)	0 % of Total: 0.00% (0)	\$0.00 % of Total: 0.00% (\$0.00)
1. /actualites	15 (93.75%)	66.67%	10 (100.00%)	0.00%	7.07	00:01:53	0.00%	0 (0.00%)	\$0.00 (0.00%)
2. /accueil/2019/02/14/la-heig-vd-rejoint-le-china-hardware-innovation-camp	1 (6.25%)	0.00%	0 (0.00%)	0.00%	18.00	00:15:43	0.00%	0 (0.00%)	\$0.00 (0.00%)

### Channels

ALL » DEFAULT CHANNEL GROUPING: Referral

Apr 1, 2017 - Apr 25, 2019

All Users  
11.48% Sessions

#### Explorer

Summary

#### Sessions



This data was filtered with the following filter expression: heig

Source	Acquisition			Behavior			Conversions		
	Sessions	% New Sessions	New Users	Bounce Rate	Pages / Session	Avg. Session Duration	Goal Conversion Rate	Goal Completions	Goal Value
	37 % of Total: 0.20% (18,750)	64.86% Avg for View: 55.69% (16.48%)	24 % of Total: 0.23% (10,441)	0.00% Avg for View: 2.37% (-100.00%)	7.14 Avg for View: 5.10 (40.01%)	00:03:23 Avg for View: 00:02:30 (35.28%)	0.00% Avg for View: 0.00% (0.00%)	0 % of Total: 0.00% (0)	\$0.00 % of Total: 0.00% (\$0.00)
1. heig-vd.ch	16 (43.24%)	62.50%	10 (41.67%)	0.00%	7.75	00:02:45	0.00%	0 (0.00%)	\$0.00 (0.00%)
2. intra.heig-vd.ch	14 (37.84%)	85.71%	12 (50.00%)	0.00%	7.43	00:03:39	0.00%	0 (0.00%)	\$0.00 (0.00%)
3. teams.heig-vd.ch	4 (10.81%)	0.00%	0 (0.00%)	0.00%	6.00	00:06:37	0.00%	0 (0.00%)	\$0.00 (0.00%)
4. siphonfilter.heig-vd.ch	3 (8.11%)	66.67%	2 (8.33%)	0.00%	4.00	00:01:06	0.00%	0 (0.00%)	\$0.00 (0.00%)

## Channels

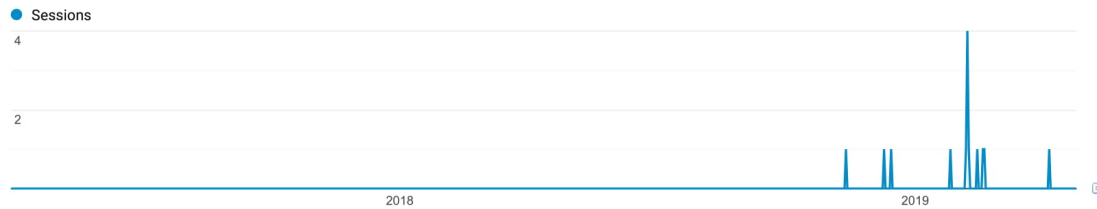
ALL » DEFAULT CHANNEL GROUPING: Referral » SOURCE: intra.heig-vd.ch

Apr 1, 2017 - Apr 25, 2019

All Users  
0.07% Sessions

### Explorer

Summary



Referral Path	Acquisition			Behavior			Conversions		
	Sessions	% New Sessions	New Users	Bounce Rate	Pages / Session	Avg. Session Duration	Goal Conversion Rate	Goal Completions	Goal Value
	14 % of Total: 0.07% (18,750)	85.71% Avg for View: 55.69% (53.93%)	12 % of Total: 0.11% (10,441)	0.00% Avg for View: 2.37% (-100.00%)	7.43 Avg for View: 5.10 (45.77%)	00:03:39 Avg for View: 00:02:30 (46.44%)	0.00% Avg for View: 0.00% (0.00%)	0 % of Total: 0.00% (0)	\$0.00 % of Total: 0.00% (\$0.00)
1. /news/Pages/LaHEIG-VDrejointleCHIC.aspx	6 (42.86%)	83.33%	5 (41.67%)	0.00%	3.67	00:00:31	0.00%	0 (0.00%)	\$0.00 (0.00%)
2. /services/relations-internationales/mobilit%c3%a9/ou/Pages/partenaires.aspx	6 (42.86%)	100.00%	6 (50.00%)	0.00%	13.00	00:08:01	0.00%	0 (0.00%)	\$0.00 (0.00%)
3. /news/temp/Pages/LaHEIG-VDrejointleCHIC.aspx	2 (14.29%)	50.00%	1 (8.33%)	0.00%	2.00	00:00:00	0.00%	0 (0.00%)	\$0.00 (0.00%)

Rows 1 - 3 of 3

# Appendix 27: Lausanne - referral and social analysis

## ECAL

Number of editions	5	
Nbr students (total)	? 4	2015 2 teams
	10	2016 5 teams
	6	2017 4 teams
	6	2018 3 teams
	8	2019 4 teams
Total	34	

	1	2	3
Title article	ECAL Prix et bourses 2018	ECAL Prix et bourses 2017	ECAL cérémonie des diplômes: prix
Link article :	<a href="#">Link 1</a>	<a href="#">Link 2</a>	<a href="#">link 3</a>
Date publication	29.06.18	29.06.17	24.06.16
Team edition	All team 2018	All team 2017	All team 2016
Article type/theme :	Listing student receiving a reward	Listing student receiving a reward	Listing student receiving a reward
Reffer to (per article):			
• webiste CHIC :	NO	NO	NO
- with link ?	NO	NO	NO
• Marc Laperrouza :	NO	NO	NO
- with link ?	NO	NO	NO
• EPFL :	NO	NO	NO
- with link ?	NO	NO	NO
• Facebook page :	NO	NO	NO
- with link ?	NO	NO	NO
Remark	Just a listing of all the students receiving a reward	Just a listing of all the students receiving a reward	Just a listing of all the students receiving a reward

Analytics - referral:	NA	NA	NA	Visit from an emailing
Number of sessions				62
Period pic				Oct-Nov 17
				June-July 18 - March 19
% of TOTAL sessions				0,33%
Total referral sessions				2153,00
% of REFERRAL Sessions				3%

Social Media from each school	
Facebook page name	ECAL/Ecole cantonale d'art de Lausanne
Number of Likes	16600
Frequency of posts	18 per month
Activity around CHIC:	NONE
Post shared:	
Number of likes	
Number of comments	
Number of shares	

## ECAL - GA Referral report

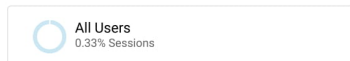


[Go to report](#)

### Referral Traffic

ALL » SOURCE: [webmail.ecal.ch](#) » REFERRAL PATH: /webmail/

Apr 1, 2017 - Apr 25, 2019



#### Explorer

Summary

#### Sessions



Referral Path	Acquisition			Behavior			Conversions		
	Sessions	% New Sessions	New Users	Bounce Rate	Pages / Session	Avg. Session Duration	Goal Conversion Rate	Goal Completions	Goal Value
	62 % of Total: (18,750)	14.52% Avg for View: 55.69% (-73.93%)	9 % of Total: 0.09% (10,441)	0.00% Avg for View: 2.37% (-100.00%)	7.81 Avg for View: 5.10 (53.18%)	00:07:20 Avg for View: 00:02:30 (193.62%)	0.00% Avg for View: 0.00% (0.00%)	0 % of Total: 0.00% (0)	\$0.00 % of Total: 0.00% (\$0.00)
1. /webmail/	62 (100.00%)	14.52%	9 (100.00%)	0.00%	7.81	00:07:20	0.00%	0 (0.00%)	\$0.00 (0.00%)

## UNIL – HEC

Number of editions	5	
Nbr students (total)	2	2015 2 teams
	5	2016 5 teams
	4	2017 4 teams
	3	2018 3 teams
	4	2019 4 teams
total:	18	
Nbr article/posts (total)	3	

	1	2	3	4	5
Title article	5th edition of the CHIC: Discover the four connected device projects	CHIC: les objets connectés réalisés par les étudiant-e-s seront présentés au DemoDay de l'ECAL	Suivez la 4e édition du CHIC: des objets connectés		
Link article :	<a href="#">Link 1</a>	<a href="#">Link 2</a>	<a href="#">Link 3</a>		
Date publication	01.03.19	25.09.18	05.07.18		
Team edition	All team 2019	All team 2018	All team 2018		
Article type/theme :	Presentation of the new edition and teams	Presentation of the team + announce of demo days	Presentation + departure china		
Referred to (per article):					
• webiste CHIC :	YES		YES		
- with link ?	YES	YES	YES		
• Marc Laperrouza :	YES	YES	YES		
- with link ?	YES	YES	YES		
• EPFL :	YES	YES	YES		
- with link ?	-> UNIL link ML page	-> UNIL link ML page	-> UNIL link ML page		
• Facebook page :	YES	NO	YES		
- with link ?	YES	NO	YES		
OTHER:	link Blog, Twitter, Instagram		Link FB, Instagram, Twitter		
Remark	Link for each team chic's page	Link for each team chic's page, link to FB team interview	Link for each team chic's page	Articles are in FR and EN	
Articles are in FR and EN	Can be used as a benchmark type of article				

Analytics Referral:				Display page (no link working, certainly the homepage)	Total Unil
Number of sessions	FR 21 / EN 2	FR 6 / EN 17	FR 6 / EN 2	43	99
Period pic	mars.19	Oct - Nov 18		Sept-oct 18 / Jan-Mar 19	
% of TOTAL sessions	0,11% + 0,01%	0,03% + 0,09 %	0,04% + 0,01 %	0,23%	0,53%
Total referral session					2153
% of REFERRAL Sessions					5%

BEHAVIOUR:					
Page per sessions					8,22
Duration per sessions					00:05:45

Social Media from each school					
Facebook page name	UNIL Lausanne	HEC Lausanne			
Number of Likes	23960	8603			
Frequency of posts	12-16 per month	18-20 per month			
Activity around CHIC:	NONE				
Post shared:		Repost of the news article from the website about the new edition (5th) (Link 1)	"blog"/interview, from Fluid(Seeki) team	"blog"/interview of Sandra Uebelhart, from Flowlin	Repost article of the L'Agefi of 07.2018
					Repost from website, news unil, before the china trip
Number of likes		7	14	4	2
Number of comments		0	0	0	0
Number of shares		0	0	0	2

## UNIL - GA Referral report

### Channels

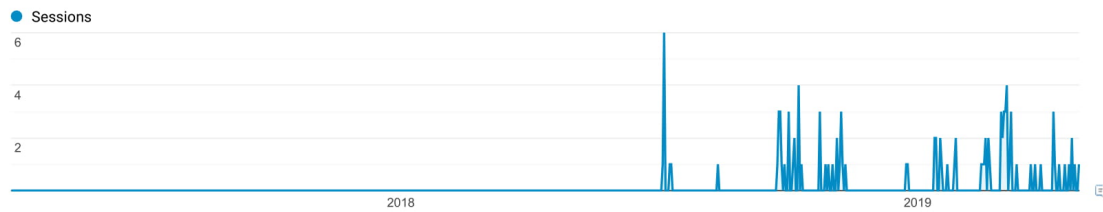
ALL » DEFAULT CHANNEL GROUPING: Referral » SOURCE: news.unil.ch

Apr 1, 2017 - Apr 25, 2019

All Users  
0.53% Sessions

#### Explorer

Summary



Referral Path	Acquisition			Behavior			Conversions		
	Sessions	% New Sessions	New Users	Bounce Rate	Pages / Session	Avg. Session Duration	Goal Conversion Rate	Goal Completions	Goal Value
	99 % of Total: 0.53% (18,750)	35.35% Avg for View: 55.69% (-36.51%)	35 % of Total: 0.34% (10,441)	0.00% Avg for View: 2.37% (-100.00%)	8.22 Avg for View: 5.10 (61.34%)	00:05:45 Avg for View: 00:02:30 (130.22%)	0.00% Avg for View: 0.00% (0.00%)	0 % of Total: 0.00% (0)	\$0.00 % of Total: 0.00% (0.00%)
1. /display	43 (43.43%)	13.95%	6 (17.14%)	0.00%	7.44	00:05:12	0.00%	0 (0.00%)	\$0.00 (0.00%)
2. /display/1551430173062	21 (21.21%)	76.19%	16 (45.71%)	0.00%	9.71	00:04:55	0.00%	0 (0.00%)	\$0.00 (0.00%)
3. /display/1537887345115	17 (17.17%)	5.88%	1 (2.86%)	0.00%	7.29	00:05:37	0.00%	0 (0.00%)	\$0.00 (0.00%)
4. /display/1530799615525	8 (8.08%)	50.00%	4 (11.43%)	0.00%	15.25	00:17:14	0.00%	0 (0.00%)	\$0.00 (0.00%)
5. /display/1537885447379	6 (6.06%)	100.00%	6 (17.14%)	0.00%	4.67	00:01:09	0.00%	0 (0.00%)	\$0.00 (0.00%)
6. /display/1530801280100	2 (2.02%)	100.00%	2 (5.71%)	0.00%	3.00	00:00:11	0.00%	0 (0.00%)	\$0.00 (0.00%)
7. /display/1551430688024	2 (2.02%)	0.00%	0 (0.00%)	0.00%	5.00	00:00:40	0.00%	0 (0.00%)	\$0.00 (0.00%)

## EPFL

Number of editions	5	
Nbr students (total)	6	2015 2 teams
	16	2016 4 teams
	7	2017 4 teams
	8	2018 3 teams
	12	2019 4 teams
total	49	
Nbr article/posts (total)		

	ARTICLE / NEWS							
	1	2	3	4	5	6	7	8
	FR	EN	FR	EN	FR	EN	FR	EN
Title article	Des étudiants de l'EPFL conçoivent des solutions sociétales en Inde	EPFL students engineer societal solutions in India	De l'EPFL à la Chine pour réaliser des objets connectés	EPFL students travel to China to create connected devices	Des étudiants expérimentent le «Made in China»	EPFL students get hands-on experience with "Made in China"	Mineure en Science, Technologie et Area Studies - Deuxième édition	Minor in Science, Technology and Area Studies - Second Edition
Link article :	<a href="#">Link 1</a>	<a href="#">Link 2</a>	<a href="#">Link 3</a>	<a href="#">Link 4</a>	<a href="#">Link 5</a>	<a href="#">Link 6</a>	<a href="#">Link 7</a>	<a href="#">Link 8</a>
Date publication	17.04.19	17.04.19	07.01.19	21.12.18		15.12.17	04.08.17	04.08.17
Team edition	Inssinc (India) but mentionned CHIC				2017		2018	
Article type/theme :	About Inssinc first edition, mentioning CHIC and ML & MA		Presentation of the 2018 projects (end of the program) after the demoday .		Presentation of the 2017 projects (end of the program) after the demoday .		Presentation of the STAS minor	
Refferre to (per article):								
• CHIC :	Yes		Yes		Yes		Yes	
- with link ?	Yes		Yes		Yes		Yes	
• Marc Laperrouza :	Yes		Yes		Yes		Yes	
- with link ?	Yes		No		No		No	
• Facebook page :	No		No		No		No	
- with link ?	No		No		No		No	
Remark			Link to the different project pages		No link to student project page			
Analytics - referral : Source number (see rapport PDF)	No Data GA	No Data GA		2-Actu / 10 News	2-Actu	2-Actu		
Number of sessions	0	0	13	36 / 3		34	40	
Period plc				december				
% of TOTAL sessions				... / 0,02%				
Total Referral Sessions								
% of REFERRAL Sessions								
BEHAVIOUR:								
Page per sessions			4,00	6,82 / 2,67	4,00	7,00		
Duration per sessions			00:01:03	00:02:39 / 00:00:10	00:01:18	00:03:56		

	9	10	11	12	13
	EN	FR	FR	EN	EN
Title article	Student innovation from Lausanne to China	Des étudiants innovent de Lausanne à la Chine	Des étudiants inventent les objets du futur	Students are inventing the objects of tomorrow	EPFL China Hardware Innovation Camp 2015
Link article :	<a href="#">Link 9</a>	<a href="#">Link 10</a>	<a href="#">Link 11</a>	<a href="#">Link 12</a>	<a href="#">Link 13</a>
Date publication	30.11.16	14.12.16	01.12.16	14.12.16	10.12.14
Team edition	2016 (after demoday)		2015 (after demoday)		2015
Article type/theme :	Presentation of the 2016 projects (end of the program) after the demoday.		Presentation of the 2015 projects (end of the program) after the demoday.		registration open and invitation to an info session
Referred to (per article):					
• CHIC :	Yes		Yes		Yes
- with link ?	Yes		Yes		N/A
• Marc Laperrouza :	Yes		Yes		Yes
- with link ?	No		No		Yes
• Facebook page :	N/A		N/A		N/A
- with link ?	N/A		N/A		N/A
Remark	Link to the different project pages		NO link to the student project		Website not launched at this time
Analytics - referral : Source number (see rapport PDF)	N/A	N/A	N/A	N/A	N/A
Number of sessions					
Period pic					
% of TOTAL sessions					
Total Referral Sessions					
% of REFERRAL Sessions					
BEHAVIOUR:					
Page per sessions					
Duration per sessions					

OTHER EPFL Source about CHIC (Not news article)					
	14	15	16	17	18
	Fr	EN	EN	FR	EN
Title page					
	CHIC - De l'idée au prototypage	CHIC - from idea to prototype	CHIC 2016 - Ideation week-end	Marc Laperrouza EPFL Page	
Link :	<a href="#">Link 14</a>	<a href="#">Link 15</a>	<a href="#">Link 16</a>	<a href="#">Link 17</a>	<a href="#">Link 18</a>
Date publication					
Team edition					
Type/theme :	Official presentation of the program		Information session to register to the new edition (2016)	Marc Laperrouza EPFL page (bio, courses, etc)	
Referred to (per article):					
• CHIC :		Yes	Yes		Yes
- with link ?		Yes	Yes		Yes
• Marc Laperrouza :		Yes	Yes		
- with link ?		No	No		
• Facebook page :		No	N/A		N/A
- with link ?		No	N/A		N/A
Remark					

No Data GA	No Data GA	No Data GA	No Data GA	No Data GA
------------	------------	------------	------------	------------

Analytics - referral : Source number (see rapport PDF)	TOTAL REFERRAL DATA FROM EPFL SOURCES
Number of sessions	557
Period pic	
% of TOTAL sessions	2,97%
Total Referral Sessions	2153
% of REFERRAL Sessions	26%
BEHAVIOUR:	
Page per sessions	6,08
Duration per sessions	00:03:03



Social Media			Link 4	Link 5	Link 6
Facebook page name	Ecole polytechnique fédérale de Lausanne (EPFL)				
Number of Likes	78263				
Frequency of posts	35-45 per month				
Activity around CHIC:				Posted 21.12.2017	Posted 20.12.2017
Post shared:			Article EPFL Student travel to China to create connected device (link to website)	Article EPFL Student get hands-on experience with "made in china" (link to website)	Article EPFL Student get hands-on experience with "made in china" (link to website)
Number of likes			59	11	76
Number of comments			4	0	1
Number of shares			3	0	1
Other				Same article posted over 2 days, But the first with reference to Ecal and Unil	

# EPFL - GA Referral report

## Channels

ALL » DEFAULT CHANNEL GROUPING: Referral

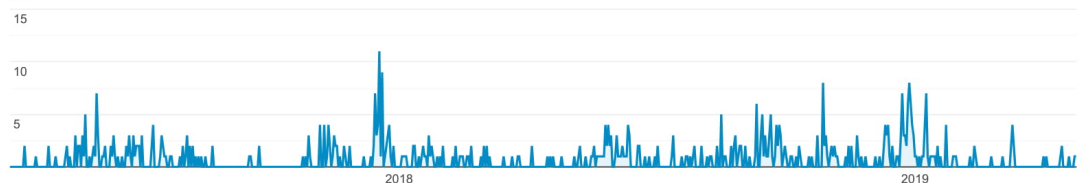
Apr 1, 2017 - Apr 25, 2019

All Users  
11.48% Sessions

### Explorer

Summary

Sessions



This data was filtered using an **advanced filter**.

Source	Acquisition			Behavior			Conversions		
	Sessions	% New Sessions	New Users	Bounce Rate	Pages / Session	Avg. Session Duration	Goal Conversion Rate	Goal Completions	Goal Value
	557 % of Total: 2.97% (18,750)	36.27% Avg for View: 55.69% (-34.87%)	202 % of Total: 1.93% (10,441)	0.00% Avg for View: 2.37% (-100.00%)	6.08 Avg for View: 5.10 (19.32%)	00:03:03 Avg for View: 00:02:30 (22.00%)	0.00% Avg for View: 0.00% (0.00%)	0 % of Total: 0.00% (0)	\$0.00 % of Total: 0.00% (\$0.00)
1. cdh.epfl.ch	247 (44.34%)	25.51%	63 (31.19%)	0.00%	5.66	00:02:34	0.00%	0 (0.00%)	\$0.00 (0.00%)
2. actu.epfl.ch	128 (22.98%)	63.28%	81 (40.10%)	0.00%	6.04	00:02:41	0.00%	0 (0.00%)	\$0.00 (0.00%)
3. ewa.epfl.ch	66 (11.85%)	4.55%	3 (1.49%)	0.00%	6.91	00:04:56	0.00%	0 (0.00%)	\$0.00 (0.00%)
4. epfl.ch	40 (7.18%)	35.00%	14 (6.93%)	0.00%	5.20	00:03:17	0.00%	0 (0.00%)	\$0.00 (0.00%)
5. vpi.epfl.ch	28 (5.03%)	50.00%	14 (6.93%)	0.00%	5.93	00:03:00	0.00%	0 (0.00%)	\$0.00 (0.00%)
6. discoverylearningprogram.epfl.ch	20 (3.59%)	60.00%	12 (5.94%)	0.00%	9.10	00:02:40	0.00%	0 (0.00%)	\$0.00 (0.00%)
7. edu.epfl.ch	11 (1.97%)	63.64%	7 (3.47%)	0.00%	6.00	00:03:00	0.00%	0 (0.00%)	\$0.00 (0.00%)
8. migration-wp.epfl.ch	4 (0.72%)	25.00%	1 (0.50%)	0.00%	2.00	00:00:00	0.00%	0 (0.00%)	\$0.00 (0.00%)
9. react.epfl.ch	4 (0.72%)	75.00%	3 (1.49%)	0.00%	4.50	00:01:18	0.00%	0 (0.00%)	\$0.00 (0.00%)
10. news.epfl.ch	3 (0.54%)	0.00%	0 (0.00%)	0.00%	2.67	00:00:10	0.00%	0 (0.00%)	\$0.00 (0.00%)
11. actus.epfl.ch	2 (0.36%)	100.00%	2 (0.99%)	0.00%	2.00	00:00:00	0.00%	0 (0.00%)	\$0.00 (0.00%)
12. memento.epfl.ch	2 (0.36%)	100.00%	2 (0.99%)	0.00%	47.00	00:42:05	0.00%	0 (0.00%)	\$0.00 (0.00%)
13. www2018.epfl.ch	2 (0.36%)	0.00%	0 (0.00%)	0.00%	3.00	00:00:15	0.00%	0 (0.00%)	\$0.00 (0.00%)

## Notes EPFL GA's sources

1. CDH – page of the minor course and description
2. Actu page – link to the article about CHIC. 2 articles, in FR and EN, Dec 2018 and 2019 (after demodays)
3. Outlook – email EPFL
4. Link to the CDH page
5. Page « Innovation » of the EPFL website. Link to the homepage of this section. Two article about chic found certainly shared on the home page « latest news ». But the analytical of this source link to the homepage. (See ACTU for the article)
6. Page « Discover Learning Program » « Un soutien à une pédagogie innovante qui promeut les travaux pratiques, l'apprentissage par projets et l'interdisciplinarité. »  
No current reference found, analytics data from 2017 only.
7. Course description (Syllabus) of the minor CHIC and the different module over the program/ semesters.
8. Page not available
9. React : Description of another EPFL course (not related to CHIC). Many teacher cited, maybe ML was one two ?
10. NEWS + ACTUS same page but FR and EN.  
News article « EPFL student travel to China to create connected devices ». Published in Dec. 2018, after the demodays of the 2018 edition. (See source 2)
11. OLD link to ACTU page (See source 2)  
Article « Des étudiants expérimentent le Made In China » Published in Dec. 2018.
12. Event to launch the 2016 edition and present the program (info session) + registration link.
13. EPFL website – no data

## Appendix 28: Other universities - referral and social analysis

### SUPSI

Number of editions	1	
Nbr students (total)	3	2017
Nbr article/posts (total)	1	

	1	2		
Title article	Alla conquista della Cina con il prototipo Air-Aware	Studenti SUPSI visitano i centri dell'innovazione in Cina: "un'esperienza che ci ha aperto al futuro"		
Link article :	<a href="#">Link</a>	<a href="#">Link 2</a>		
Date publication	16.10.17	22.10.17		
Team edition	Airaware	Airaware		
Article type/theme :	"blog" type, written by one of the team member about his experience	Presentation of the program after the first participation		
Refferre to (per article):				
• webiste CHIC :	NO	YES		
- with link ?	NO	YES		
• Marc Laperrouza :	NO	NO		
- with link ?	NO	NO		
• EPFL :	NO	NO		
- with link ?	NO	NO		
• Facebook page :	NO	NO		
- with link ?	NO	NO		
Remark				

Analytics Referral -	1	Different Path for the same article - 3 sources on GA	Two sources not found anymore	Total
Number of sessions	13	8	10	31
Period pic	Oct 17 - June 18	Oct 17 -	oct.17	Oct 17 - June 18
% of TOTAL sessions	0,07%	0,04%	0,05%	0,17%
Total referral sessions				2153
% of REFERRAL Sessions				1%

BEHAVIOUR:			
Page per sessions	6,92		5,68
Duration per sessions	00:07:27		00:04:57

## Supsi – GA Referral report

### Channels

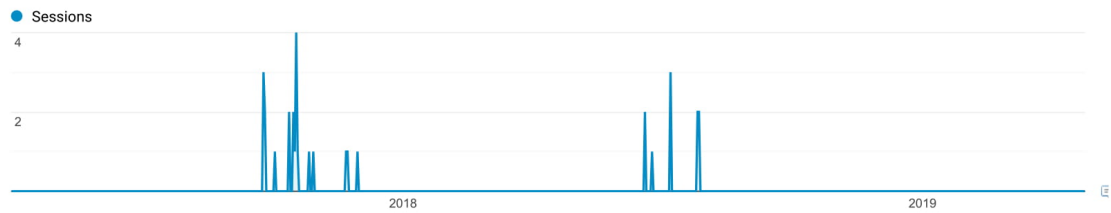
ALL » DEFAULT CHANNEL GROUPING: Referral » SOURCE: supsi.ch

Apr 1, 2017 - Apr 25, 2019

All Users  
0.17% Sessions

### Explorer

Summary



Referral Path	Acquisition			Behavior			Conversions		
	Sessions	% New Sessions	New Users	Bounce Rate	Pages / Session	Avg. Session Duration	Goal Conversion Rate	Goal Completions	Goal Value
	31 % of Total: 0.17% (18,750)	54.84% Avg for View: 55.69% (-1.52%)	17 % of Total: 0.16% (10,441)	0.00% Avg for View: 2.37% (-100.00%)	5.68 Avg for View: 5.10 (11.41%)	00:04:57 Avg for View: 00:02:30 (98.05%)	0.00% Avg for View: 0.00% (0.00%)	0 % of Total: 0.00% (0)	\$0.00 % of Total: 0.00% (\$0.00)
1. /international/eventi-comunicazioni/news/2017/2017-10-17.html	13 (41.94%)	15.38%	2 (11.76%)	0.00%	6.92	00:07:27	0.00%	0 (0.00%)	\$0.00 (0.00%)
2. /home/comunica/comunicati-stampa/2017/2017-09-22.html	9 (29.03%)	100.00%	9 (52.94%)	0.00%	3.56	00:00:24	0.00%	0 (0.00%)	\$0.00 (0.00%)
3. /international/eventi-comunicazioni/news/2017/2017-10-13.html	5 (16.13%)	60.00%	3 (17.65%)	0.00%	4.00	00:00:14	0.00%	0 (0.00%)	\$0.00 (0.00%)
4. /dti/eventi-comunicazioni/news/2017/2017-10-17.html	2 (6.45%)	100.00%	2 (11.76%)	0.00%	6.00	00:01:42	0.00%	0 (0.00%)	\$0.00 (0.00%)
5. /dacd/eventi-comunicazioni/comunicati-stampa/2017/2017-09-22.html	1 (3.23%)	0.00%	0 (0.00%)	0.00%	20.00	00:48:15	0.00%	0 (0.00%)	\$0.00 (0.00%)
6. /lcv/eventi-comunicazioni/comunicati-stampa/2017-09-22.html	1 (3.23%)	100.00%	1 (5.88%)	0.00%	2.00	00:00:00	0.00%	0 (0.00%)	\$0.00 (0.00%)

## USI

Number of editions	1	
Nbr students (total)	1	2017
Nbr article/posts (total)	0	

NA		
Title article		
Link article :		
Date publication		
Team edition		
Article type/theme :		
Refferre to (per article):		
• webiste CHIC :		
- with link ?		
• Marc Laperrouza :		
- with link ?		
• EPFL :		
- with link ?		
• Facebook page :		
- with link ?		
Remark		

Analytics:	NA	
------------	----	--

## ESP DAKAR

Number of editions	1	2019
Nbr students (total)	4	
Nbr article/posts (total)		

NA		
Title article		
Link article :		
Date publication		
Team edition		
Article type/theme :		
Refferre to (per article):		
• webiste CHIC :		
- with link ?		
• Marc Laperrouza :		
- with link ?		
• EPFL :		
- with link ?		
• Facebook page :		
- with link ?		
Remark		

Analytics:	NA	
------------	----	--

# Appendix 29: Press and online media - referral and social analysis

## HORIZONS

HORIZONS


Date analysis

may 2019


	Same article - different languages		
	1 - Version GE	2 - Version EN	3 - Version FR
Title article	Innovation: Schweizer Studierende erleben die Globalisierung aus der Sicht Chinas	Innovation: the Sino-Helvetic view on globalisation	Innovation: la mondialisation vue de Chine
Link article :	<a href="#">Link GE</a>	<a href="#">Link EN</a>	<a href="#">Link FR</a>
Date publication	08.03.18	09.03.18	10.03.18
Newspaper	Horizonte-Magazin.ch	Horizonte-Mag.ch	revue-horizons.ch
Chic Edition	2018	2018	2018
Article type/theme :	Interview of ML		
Refferre to (per article):			
• webiste CHIC :	YES (team page)		
- with link ?	YES		
• Marc Laperrouza :	YES		
- with link ?	No		
• EPFL :	Yes		
- with link ?	No		
• Facebook page :	No		
- with link ?	No		
Remark			

Analytics - referral :				Total
Number of sessions	70	6	3	79
Period pic				few in march 2018, but most in Feb-march 2019
% of TOTAL sessions	0,37%	0,03%	0,02%	0,42%
Total Referral Sessions				2153
% of REFERRAL Sessions				4%
BEHAVIOUR:				
Page per sessions				4,51
Duration per sessions				00:02:06

Social Media	1	2	3
Link shared on CHIC social media			
Facebook (CHIC)	one of the best publications		
impressions		307	
clicks (link or other links (in description)		44	
reactions (comments + share)		21	


**China Hardware Innovation Camp - CHIC**  
Publié par Sangha Sa (16 - 17 mars 2018)

Nice coverage of CHIC in Horizons Magazine, a publication from the Swiss National Science Foundation SNF FNS SNSF and the Swiss Academies of Arts and Sciences.



HORIZONS-MAG.CH

**Innovation: the Sino-Helvetic view on globalisation – horizons**

For the past three years, students from Lausanne have been travelling ...

307 Personnes touchées

65 Interactions

Booster la publication

16 J'aime

2 partages

J'aime Commenter Partager

**Performances de votre publication**

**307** Personnes atteintes

**21** Réactions, commentaires et partages

17 J'aime	16 Sur la publication	1 Sur les partages
2 J'adore	2 Sur la publication	0 Sur les partages
0 Commentaires	0 Sur la publication	0 Sur les partages
2 Partages	2 Sur la publication	0 Sur les partages

**44** Clics sur la publication

0 Affichages de photos

31 Clics sur un lien

13 Autres clics

**COMMENTAIRES NÉGATIFS**

0 Masquer la publication

0 Masquer toutes les publications

0 Signaler comme indésirable

0 Je n'aime plus la Page

Les statistiques rapportées peuvent présenter un décalage par rapport à ce qui est affiché sur les publications

# HORIZON - GA Referral report

## Channels

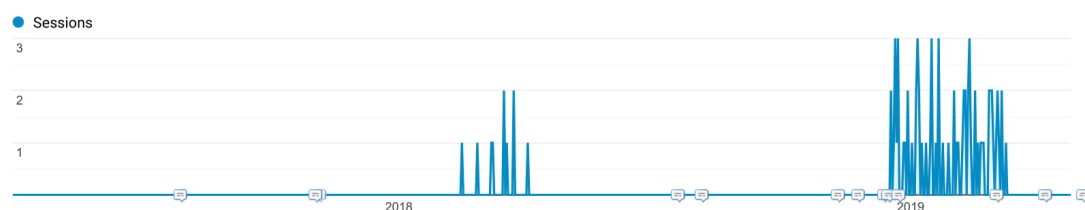
ALL » DEFAULT CHANNEL GROUPING: Referral

Apr 1, 2017 - Apr 25, 2019

All Users  
11.48% Sessions

## Explorer

Summary



This data was filtered with the following filter expression: hori

Source	Acquisition			Behavior			Conversions		
	Sessions	% New Sessions	New Users	Bounce Rate	Pages / Session	Avg. Session Duration	Goal Conversion Rate	Goal Completions	Goal Value
	79 (% of Total: 0.42% (18,750))	8.86% Avg for View: 55.69% (-84.09%)	7 (% of Total: 0.07% (10,441))	0.00% Avg for View: 2.37% (-100.00%)	4.51 Avg for View: 5.10 (-11.57%)	00:02:06 Avg for View: 00:02:30 (-15.97%)	0.00% Avg for View: 0.00% (0.00%)	0 (% of Total: 0.00% (0))	\$0.00 (% of Total: 0.00% (0.00))
1. <a href="#">horizonte-magazin.ch</a>	70 (88.61%)	1.43%	1 (14.29%)	0.00%	4.46	00:02:15	0.00%	0 (0.00%)	\$0.00 (0.00%)
2. <a href="#">horizons-mag.ch</a>	6 (7.59%)	50.00%	3 (42.86%)	0.00%	3.67	00:00:20	0.00%	0 (0.00%)	\$0.00 (0.00%)
3. <a href="#">revue-horizons.ch</a>	3 (3.80%)	100.00%	3 (42.86%)	0.00%	7.33	00:02:15	0.00%	0 (0.00%)	\$0.00 (0.00%)

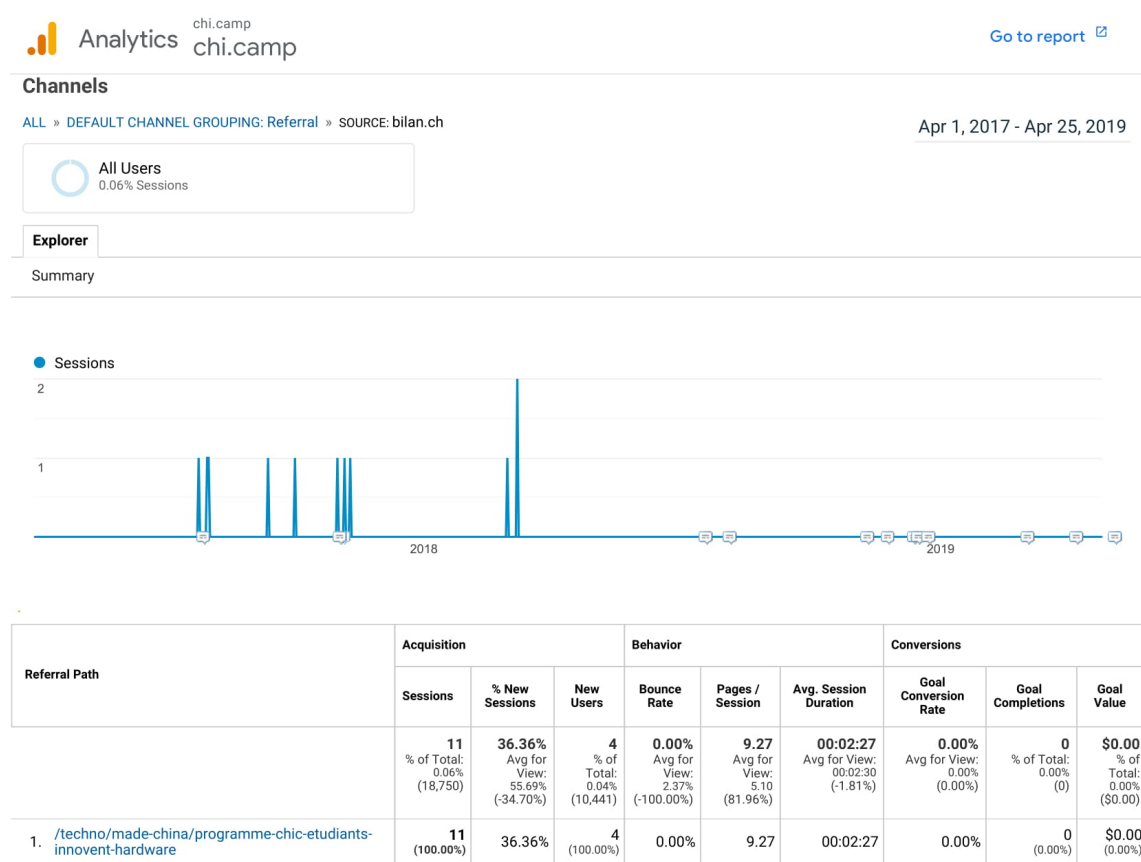
## BILAN

1	
Title article	Programme CHIC: ces étudiants qui innovent dans le hardware
Link article :	<a href="#">Link Bilan</a>
Date publication	24.09.15
Newspaper	Bilan
Chic Edition	2014-2015
Article type/theme :	Presentation of the program and the China trip
Refferre to (per article):	
• webiste CHIC :	Yes
- with link ?	Yes
• Marc Laperrouza :	No
- with link ?	No
• EPFL :	Yes
- with link ?	No
• Facebook page :	N/A
- with link ?	N/A
Remark	Same article but the link on Bilan change / Not the same in GA. Written by Pascal Marmier, Swissnex China, cofounder

Analytics - referral :	
Number of sessions	11
Period pic	Autumn 2017, March 2018
% of TOTAL sessions	0,06%
Total Referral Sessions	2153
% of REFERRAL Sessions	0,5%
BEHAVIOUR:	
Page per sessions	9,27
Duration per sessions	00:02:27



## Bilan - GA Referral report



## TIO

	<b>1</b>	
<b>Title article</b>	Studenti SUPSI in visita in Cina	
<b>Link article :</b>	<a href="#">Link TIO</a>	
<b>Date publication</b>	22.09.17	
<b>Newspaper</b>	TIO (20 minutes)	
<b>Chic Edition</b>	2016-2017	
<b>Article type/theme :</b>	Presentation of the program and the SUPSI/USI team	
<b>Referred to (per article):</b>		
• webiste CHIC :	No	
- with link ?	No	
• Marc Laperrouza :	No	
- with link ?	No	
• EPFL :	Yes	
- with link ?	No	
• Facebook page :	No	
- with link ?	No	
<b>Remark</b>		
<b>Analytics - referral :</b>	N/A	

## LE TEMPS

	1
Title article	Des Suisses séduits par l'innovante Shenzhen
Link article :	<a href="#">Link Le Temps</a>
Date publication	29.06.16
Newspaper	Le Temps
Chic Edition	2015-2016
Article type/theme :	More swiss companies are going to china, part about CHIC and presentation of the program,
Reffer to (per article):	
• webiste CHIC :	Yes
- with link ?	Yes
• Marc Laperrouza :	Yes
- with link ?	No
• EPFL :	Yes
- with link ?	No
• Facebook page :	No
- with link ?	No
Remark	Refers to the startup Rovenso too.

Analytics - referral :	N/A
------------------------	-----

## L'ILLUSTRE

Title article	Des étudiants fribourgeois accélèrent le futur	Un projet innovant pour un futur déjà présent
Link article :	<a href="#">Link Illustré</a>	<a href="#">Link Illustré 2</a>
Date publication	22.05.19	29.05.19
Newspaper	L'illustré	L'illustré
Chic Edition	2019 - Friteam - Heptabox	2019 - Friteam - Heptabox
Article type/theme :	Contest organized by UBS and HEG-FR, presentation of the 5 finalist team, among team Friteam	Result of the UBS Challenge, Heptabox winner of the public prize with 10'000 CHF + coaching. Brief interview of Cyril Meury, directeur régional d'UBS Romandie, and Rico Baldegger, directeur de la HEG Fribourg
Reffer to (per article):		
• webiste CHIC :	No	No
- with link ?	No	No
• Marc Laperrouza :	No	No
- with link ?	No	No
• EPFL :	No	No
- with link ?	No	No
• Facebook page :	No	No
- with link ?	No	No
Remark	Absolutely no referencing to CHIC or references to CHIC. Written : "Avec le soutien de l'UBS"	

Analytics - referral :	N/A	N/A
------------------------	-----	-----

## L'AGEFI

L'Agefi	1	2	3	4	5
<b>Title article</b>	Le périple chinois de 28 étudiants romands	Des étudiants romands closent leurs projets «Made in China»	Des étudiants romands plongent dans l'industrie chinoise de l'électronique	Le jouet lausannois Toygether connecte les parents, mêmes quand ils sont loin	Guido, le mentor musical intuitif des enfants par une équipe genevoise
<b>Link article :</b>	<a href="#">Link 1</a>	<a href="#">Link 2</a>	<a href="#">Link 3</a>	<a href="#">Link 4</a>	<a href="#">Link 5</a>
<b>Date publication</b>	09.07.18	10.12.18	09.07.18	09.07.18	09.07.18
<b>Newspaper</b>	L'Agefi	L'Agefi	L'Agefi	L'Agefi	L'Agefi
<b>Chic Edition</b>	2018	2018	2018	2018	2018
<b>Article type/theme :</b>	Presentation of the program	Followup on the demodays 2018 and presentation of the program, and the projects that wanted to continue their development.	Presentation of the program just before the China trip	Mini interview of Chloe Dickson, EPFL student about their project Toygether, before the trip to China	Mini interview of Guido team before the trip to China
<b>Referred to (per article):</b>					
• CHIC :	Yes	Yes	Yes	No	No
- with link ?	No	No	No	No	No
• Marc Laperrouza :	Yes	Yes	Yes	No	No
- with link ?	No	No	No	No	No
• EPFL :	No	Yes	Yes	Yes	No
- with link ?	No	No	No	No	No
• Facebook page :	No	No	No	No	No
- with link ?	No	No	No	No	No
<b>Remark</b>	Mentionned "Hautes Ecole de Genève, Fribourg et Lausanne" René Beuchat quote	Link to other Agefi article about Guido and Toygether	Quotes from Marc, Marius, and René.	Complement of the article "Des étudiants romands plongent dans l'industrie" chinoise de l'électronique	Complement of the article "Des étudiants romands plongent dans l'industrie" chinoise de l'électronique
All articles have been written by Sophie Marenne					
<b>Analytics - referral :</b>	No data	No data	No data	No data	No data

Social Media	Link 2
Link shared CHIC social media ?	Yes (CHIC + HEG-GE)
Facebook	CHIC
reach	668
engagement	61
likes	14
comment	0
Shared	2

China Hardware Innovation Camp - CHIC

11 December 2018 ·

Nice coverage in FAGEFI Suisse on the outgoing CHIC teams which gives an opportunity to thank all the institutions, colleagues and sponsors who make the program possible. Ecole polytechnique fédérale de Lausanne (EPFL), Université de Lausanne, HEC Lausanne, ECAL/Ecole cantonale d'art de Lausanne, EPFL+ECAL Lab, DGES (Canton de Vaud), Haute école d'art et de design - Genève, HEPIA Genève, Haute école de gestion de Genève, Haute école d'ingénierie et d'architecture de Fribourg and Haute école de gestion Fribourg. And of course, congratulations to the students. Don't hesitate to check the incoming teams: <https://chi.camp/projects/>

AGEFI.COM

Des étudiants romands closent leurs projets «Made in China»

La quatrième édition du programme pédagogique China Hardware

668 People reached 61 Engagements Boost Post

14 2 shares 1

Haute école de gestion de Genève

12 December 2018 ·

Nice coverage in FAGEFI Suisse on the outgoing CHIC teams which gives an opportunity to thank all the institutions, colleagues and sponsors who make the program possible. Ecole polytechnique fédérale de Lausanne (EPFL), Université de Lausanne, HEC Lausanne, ECAL/Ecole cantonale d'art de Lausanne, EPFL+ECAL Lab, DGES (Canton de Vaud), Haute école d'art et de design - Genève, HEPIA Genève, Haute école de gestion de Genève, Haute école d'ingénierie et d'architecture de Fribourg and Haute école de gestion Fribourg. And of course, congratulations to the students. Don't hesitate to check the incoming teams: <https://chi.camp/projects/>

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Des étudiants romands closent leurs projets «Made in China»

## ICT JOURNAL

ICT Journal	1	2	3	4	5	6
Title article	Alexandre Wayenberg: «Aucun prototype ne survit au premier contact avec l'usine»	Un outil ludo-éducatif innovant pour tester la qualité de l'eau	Une tablette pour intégrer les plus âgés au monde connecté	Des étudiants lausannois imaginent le biberon du futur	Marc Laperrouza: «Le principal apprentissage concerne la collaboration»	Shenzhen, les maker spaces favorisent la créativité»
Link article :	<a href="#">Link 1</a>	<a href="#">Link 2</a>	<a href="#">Link 3</a>	<a href="#">Link 4</a>	<a href="#">Link 5</a>	<a href="#">Link 6</a>
Date publication	17.09.15	17.09.15	17.09.15	17.09.15	17.09.15	17.09.15
Newspaper	ICT Journal	ICT Journal	ICT Journal	ICT Journal	ICT Journal	ICT Journal
Chic Edition	2015	2015	2015	2015	2015	2015
Article type/theme :	Interview of A. Wayenberg, about his role in CHIC (Engineering coordinator, one of the Co-founder)	Presentation of the project "Dory", second edition.	Presentation of the project "Vesta", second edition.	Presentation of the project "Fimi", second edition.	Interview of Marc about how the program is born	Interview of Pascal about how the program is born
Referred to (per article):						
• CHIC :	Yes	Yes	Yes	Yes	Yes	Yes
- with link ?	No	No	No	No	No	No
• Marc Laperrouza :	Yes	No	No	No	Yes	No
- with link ?	No	No	No	No	No	No
• EPFL :	Yes	No	Yes	Yes	Yes	No
- with link ?	No	No	No	No	No	No
• Facebook page :	N/A	N/A	N/A	N/A	N/A	N/A
- with link ?	N/A	N/A	N/A	N/A	N/A	N/A
Remark						
Analytics - referral :	No data (N/A)	N/A	N/A	N/A	N/A	N/A

## Appendix 30: Blog and other online sources - referral and social analysis

### ICRC Blog

<b>Title article</b>	Students and makers hack solutions for ICRC challenges in Shenzhen
<b>Link article :</b>	<a href="#">Link ICRC</a>
<b>Date publication</b>	25.07.16
<b>Newspaper</b>	ICRC Blog
<b>Chic Edition</b>	2015-2016
<b>Article type/theme :</b>	Hackaton organized by the ICRC in Shenzhen during the trip, in collaboration with CHIC.
<b>Referred to (per article):</b>	
• webiste CHIC :	Yes
- with link ?	Yes
• Marc Laperrouza :	No
- with link ?	No
• EPFL :	No
- with link ?	No
• Facebook page :	No
- with link ?	No
<b>Remark</b>	

<b>Analytics - referral :</b>	
<b>Number of sessions</b>	3
<b>Period pic</b>	july 2016
<b>% of TOTAL sessions</b>	0,02%
<b>Total Referral Sessions</b>	2153
<b>% of REFERRAL Sessions</b>	0,14%
<b>BEHAVIOUR:</b>	
<b>Page per sessions</b>	3,33
<b>Duration per sessions</b>	00:00:22

## ICRC Blog - GA Referral report

### Channels

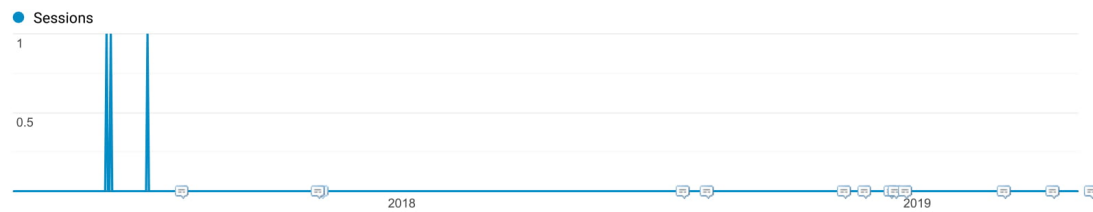
ALL » DEFAULT CHANNEL GROUPING: Referral » SOURCE: blogs.icrc.org

Apr 1, 2017 - Apr 25, 2019

All Users  
0.02% Sessions

### Explorer

Summary



Referral Path	Acquisition			Behavior			Conversions		
	Sessions	% New Sessions	New Users	Bounce Rate	Pages / Session	Avg. Session Duration	Goal Conversion Rate	Goal Completions	Goal Value
	3 % of Total: (18,750)	66.67% Avg for View: 55.69% (19.72%)	2 % of Total: 0.02% (10,441)	0.00% Avg for View: 2.37% (-100.00%)	3.33 Avg for View: 5.10 (-34.59%)	00:00:22 Avg for View: 00:02:30 (-85.09%)	0.00% Avg for View: 0.00% (0.00%)	0 % of Total: 0.00% (0)	\$0.00 % of Total: 0.00% (\$0.00)
1. /gphi2/2016/07/25/students-makers-hack-solutions-icrc-challenges-shenzhen/	3 (100.00%)	66.67%	2 (100.00%)	0.00%	3.33	00:00:22	0.00%	0 (0.00%)	\$0.00 (0.00%)

## MEDIUM

	Marius Aerbli - EPFL ECAL Lab	Julia Racsko				Rohak Singhal
Title article	New jobs need new skills: shaping the academic programs of tomorrow	Shenzhen: the work part-CHIC, episode 9, the end	From vacation to work, Hong Kong — CHIC, episode 5	Geneva-Bangkok — CHIC, episode 1	Shenzhen: the easy part-CHIC, episode 8	ScoutBots — Marine Litter Detective
Link article :	<a href="#">Link MA</a>	<a href="#">Link JR 1</a>	<a href="#">Link JR 2</a>	<a href="#">Link JR 3</a>	<a href="#">Link JR 4</a>	<a href="#">Link RS</a>
Date publication	24.08.18	17.08.17	24.07.17	03.07.17	15.08.17	07.08.17
Newspaper	Medium - EPFL ECAL LAB page	Medium - Julia Racsko page	Medium - Julia Racsko page	Medium - Julia Racsko page	Medium - Julia Racsko page	Medium - Rohak Singhal
Chic Edition		2017	2017	2017	2017	N/A
Article type/theme :	Blog post about new skill for futur new job. Presenting the different program hosted by EPFL ECAL lab that shape them. Among them CHIC	Blog post about the trip in China	Blog post about her vacation, before China	Blog post about her vacation, before China	Blog post about Shenzhen (during CHIC)	Blog post about a guy who presented a project to CHIC during their China trip
Refferre to (per article):						
• webiste CHIC :	Yes	Yes	Yes	Yes	Yes	Yes
- with link ?	Yes	Yes	Yes	Yes	Yes	Yes
• Marc Laperrouza :	No	Yes	No	No	No	N/A
- with link ?	No	No	No	No	No	N/A
• EPFL :	Yes	Yes	No	Yes	No	N/A
- with link ?	Yes (College of Humanities)	No	No	No	No	N/A
• Facebook page :	No	No	No	No	No	N/A
- with link ?	No	No	No	No	No	N/A
Remark	Also presenting N-Visioning and Inssinc program	HEAD student of the 2017 edition, blogging about CHIC over different articles	HEAD student of the 2017 edition, blogging about CHIC over different articles	HEAD student of the 2017 edition, blogging about CHIC over different articles	HEAD student of the 2017 edition, blogging about CHIC over different articles	

Analytics - referral :							TOTAL
Number of sessions	6	3	2	2	1	1	15
% of TOTAL sessions	0,03%	0,02%	0,01%	0,01%	0,01%	0,01%	0,08%
Total Referral Sessions	2153	2153	2153	2153	2153	2153	2153
% of REFERRAL Sessions	0,28%	0,14%	0,09%	0,09%	0,05%	0,05%	0,70%
BEHAVIOUR:							
Page per sessions	4,33	2,67	2	2	2	2	3,07
Duration per sessions	00:00:54	00:00:46	00:00:00	00:00:00	00:00:00	00:00:00	00:00:31

Social Media	N/A	N/A	N/A	N/A	N/A	N/A	
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## Medium - GA Referral report

### Channels

ALL » DEFAULT CHANNEL GROUPING: Referral » SOURCE: medium.com

Apr 1, 2017 - Apr 25, 2019

All Users  
0.08% Sessions

#### Explorer

Summary



Referral Path	Acquisition			Behavior			Conversions		
	Sessions	% New Sessions	New Users	Bounce Rate	Pages / Session	Avg. Session Duration	Goal Conversion Rate	Goal Completions	Goal Value
	15 % of Total: 0.08% (18,750)	73.33% Avg for View: 55.69% (31.69%)	11 % of Total: 0.11% (10,441)	0.00% Avg for View: 2.37% (-100.00%)	3.07 Avg for View: 5.10 (-39.82%)	00:00:31 Avg for View: 00:02:30 (-79.48%)	0.00% Avg for View: 0.00% (0.00%)	0 % of Total: 0.00% (0)	\$0.00 % of Total: 0.00% (\$0.00)
1. /enter-the-epfl-ecal-lab/new-jobs-need-new-skills-shaping-academic-programs-of-tomorrow-c2b4e668dbff	6 (40.00%)	66.67%	4 (36.36%)	0.00%	4.33	00:00:54	0.00%	0 (0.00%)	\$0.00 (0.00%)
2. /@Rajsaam/shenzhen-the-work-part-chic-episode-9-the-end-813f7c3ac4fe	3 (20.00%)	33.33%	1 (9.09%)	0.00%	2.67	00:00:46	0.00%	0 (0.00%)	\$0.00 (0.00%)
3. /@Rajsaam/from-vacation-to-work-hong-kong-chic-episode-5-d7b0a1e39e25	2 (13.33%)	100.00%	2 (18.18%)	0.00%	2.00	00:00:00	0.00%	0 (0.00%)	\$0.00 (0.00%)
4. /@Rajsaam/geneva-bangkok-chic-episode-1-187a9cd39502	2 (13.33%)	100.00%	2 (18.18%)	0.00%	2.00	00:00:00	0.00%	0 (0.00%)	\$0.00 (0.00%)
5. /@krohak/a-month-at-makerbay-with-scoutbots-marine-litter-detective-25cba8e71e04	1 (6.67%)	100.00%	1 (9.09%)	0.00%	2.00	00:00:00	0.00%	0 (0.00%)	\$0.00 (0.00%)
6. /@Rajsaam/shenzhen-the-easy-part-chic-episode-8-b732e3583d08	1 (6.67%)	100.00%	1 (9.09%)	0.00%	2.00	00:00:00	0.00%	0 (0.00%)	\$0.00 (0.00%)



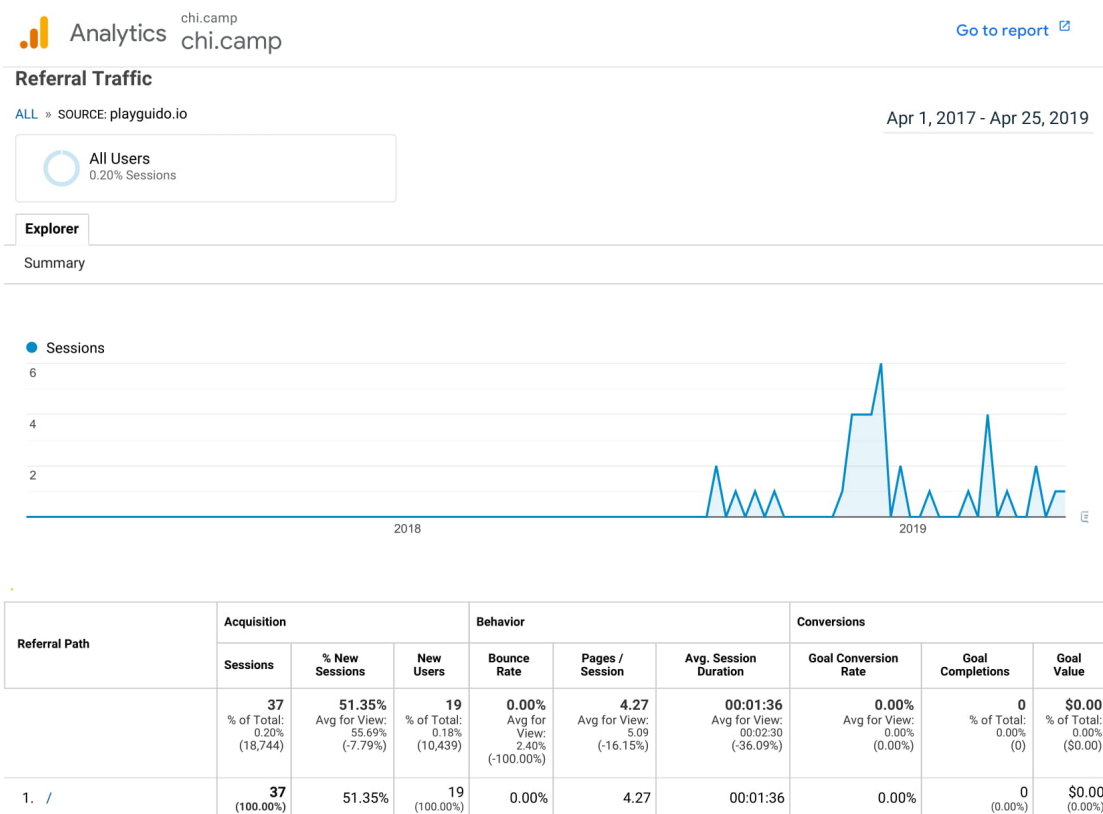
## GUIDO

<b>Editions</b>	2018
<b>Team</b>	Guido
<b>Uni</b>	HEG/HEPIA/HEAD - GENEVA
<b>ongoing project?</b>	Yes

<b>Analyse website</b>	Simple landing page
<b>Reference CHIC name</b>	Yes
<b>Reference/link CHIC website</b>	Yes
<b>Reference/link CHIC Social Media</b>	No
<b>Reference Marc</b>	No
<b>Link Marc</b>	No
<b>Analyse Social Media:</b>	
<b>Instagram</b>	No ref.

<b>ANALYTICS</b>		
<b>Referral - source playguido.io</b>	Period of analysis: 01.06.17 - 25.04.19	referral: playguido.io rank 19.
<b>Number of sessions</b>	37	
<b>Period pic</b>	Nov-dec 2018	Period when Guido participated and when the contest Genilem and the Best Idea during the entrepreneurship week.
		Pic of visit on CHIC website coming from Guido website.
<b>% of total sessions</b>	0,20%	
<b>Total referral sessions</b>	2153	
<b>% of Referral sessions</b>	1,72%	
<b>BEHAVIOUR:</b>		
<b>Page per sessions</b>	4,27	
<b>Duration per sessions</b>	00:01:36	

## Guido - GA Referral report



## FLOWLIN

<b>Editions</b>	2018
<b>Team</b>	Flowlin
<b>Uni</b>	EPFL - ECAL - UNIL
<b>ongoing project?</b>	Yes

<b>Analyse website</b>	Simple landing page		
<b>Reference CHIC name</b>	No		
<b>Reference/link CHIC website</b>	No		
<b>Reference/link CHIC Social Media</b>	No		
<b>Reference Marc</b>	No		
<b>Link Marc</b>	No		
<b>Analyse Social Media</b>			
<b>Facebook</b>	No ref.	Page since Oct. 18	
<b>Medium</b>	2 articles, no reference to CHIC	<a href="#">Medium page</a>	
		<a href="#">Writer page</a>	
<b>ANALYTICS</b>	No referral data from Flowlin		

## Appendix 31: Sponsors and other partners - referral and social analysis

### SWISSNEX

	1	2	3	4	
<b>Title article</b>	A Dive Into China's Hardware Innovation	Event: Humanitarian Hackaton	Event: Swiss Chinese friendship day in Shenzhen	A sneak peek into the China Hardware Innovation Camp in Shenzhen	
<b>Link article :</b>	<a href="#">Link 1</a>	<a href="#">Link 2</a>	<a href="#">Link 3</a>	<a href="#">Link 4 (Blog)</a>	
<b>Date publication</b>	29.07.16	22.06.16	21.06.16	21.07.15	
<b>Article type/theme :</b>	Presentation of the program and China ecosystem	Event description organized during the CHIC trip	Event description organized during the CHIC trip	Blog post about the trip in china	
<b>Referred to (per article):</b>					
• CHIC :	Yes	Yes	Yes	Yes	
- with link ?	Yes	Yes	Yes	Yes	
• Marc Laperrouza :	No	N/A	N/A	Yes	
- with link ?	No	N/A	N/A	No	
• EPFL :	Yes	N/A	N/A	Yes	
- with link ?	Yes	N/A	N/A	No	
• Facebook page :	No	N/A	N/A	N/A	
- with link ?	no	N/A	N/A	N/A	
<b>Remark</b>	Link to Unil and Ecal	event description	event description		
<b>Analytics statistic:</b>					<b>TOTAL</b>
<b>Number of sessions</b>	N/A	2	N/A	6	8
<b>Period</b>		June 2017 - 1		April 17	
		July 2017 - 1		Janu 19	
				Feb 19	
				Marc 19	
<b>Percent of total session</b>		0,01%		0,03%	0,04%
<b>Total referral sessions</b>		2153		2153	2153
<b>% of REFERRAL sessions</b>		0,09%		0,28%	0,37%
<b>BEHAVIOUR:</b>					
<b>Page per sessions</b>		15		21,33	19,75
<b>Duration per sessions</b>		00:24:36		00:22:16	00:22:51

		Other Sources referencing CHIC (no GA data)		Swiss Science Newsletter	Swissinnovation.org
Title article					
		Swissnex China Newsletter July 2017	Swiss French-Speaking Alumni Event at the Confucius Institute in the University of Geneva	<i>Science China Newsletter, December 2018</i>	<i>Chic presentation</i>
Link article :		<a href="#">Link mailing</a>	<a href="#">Link blog post</a>	<a href="#">Link PDF</a>	<a href="#">Link</a>
Date publication		July 2017	25.10.18	31.12.18	
Article type/theme :			Swissnex China Blog	Swiss Innovation ( Swissnex China)	Swiss Innovation ( Swissnex China)
		Brief intro about CHIC	Blog about an event of the Confucius Insitute, where ML talked about CHIC	Page 18: Presentation of the program	Summary about CHIC. API with EPFL news article "EPFL students travel to China to create connected device"
Refferre to (per article):					
• CHIC :		Yes	Yes	Yes	Yes
- with link ?		Yes	No	No	No
• Marc Laperrouza :		No	Yes	No	N/A
- with link ?		No	No	No	N/A
• EPFL :		No	No	Yes	N/A
- with link ?		No	No	No	N/A
• Facebook page :		Yes	No	No	N/A
- with link ?		Yes	No	No	N/A
Remark		Link found via Sinoptic	Link found via Sinoptic		It generate the EPFL website page directly

Analytics statistic:	TOTAL	N/A	N/A	N/A	N/A
Number of sessions	8				
Period					
Percent of total session	0,04%				
Total referral sessions	2153				
% of REFERRAL sessions					
BEHAVIOUR:					
Page per sessions	19,75				
Duration per sessions	00:22:51				

Social Media		
Facebook page name	Swissnex china	
Number of Likes	1155	
Frequency of posts	14-16 per month	
Activity around CHIC:		
Post shared:	20.10.16: Repost of the CHIC 2016 documentary video	
Number of likes	3	
Number of comments	1	
Number of shares	0	

## Swissnex - GA Referral report

### Channels

ALL » DEFAULT CHANNEL GROUPING: Referral

Apr 1, 2017 - Apr 25, 2019

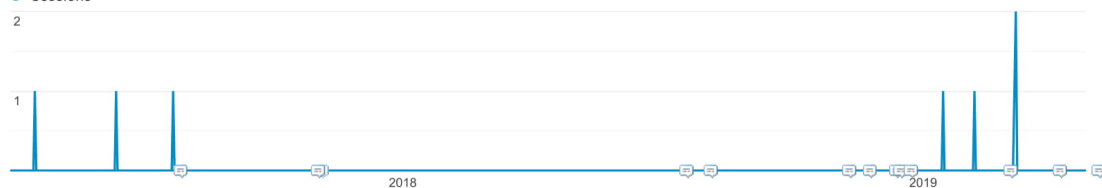
All Users  
11.48% Sessions

#### Explorer

Summary

Sessions

2



This data was filtered with the following filter expression: **swissne**

Source	Acquisition			Behavior			Conversions		
	Sessions	% New Sessions	New Users	Bounce Rate	Pages / Session	Avg. Session Duration	Goal Conversion Rate	Goal Completions	Goal Value
	8 % of Total: 0.04% (18,750)	50.00% Avg for View: 55.69% (-10.21%)	4 % of Total: 0.04% (10,441)	0.00% Avg for View: 2.37% (-100.00%)	19.75 Avg for View: 5.10 (287.55%)	00:22:51 Avg for View: 00:02:30 (814.99%)	0.00% Avg for View: 0.00% (0.00%)	0 % of Total: 0.00% (0)	\$0.00 % of Total: 0.00% (\$0.00)
1. <a href="#">blog.swissnexchina.org</a>	6 (75.00%)	33.33%	2 (50.00%)	0.00%	21.33	00:22:16	0.00%	0 (0.00%)	\$0.00 (0.00%)
2. <a href="#">swissnexchina.org</a>	2 (25.00%)	100.00%	2 (50.00%)	0.00%	15.00	00:24:36	0.00%	0 (0.00%)	\$0.00 (0.00%)

## EPFL+ECAL LAB

EPFL+ECAL Lab	1
Reference type	Presentation of the program CHIC
Link article :	<a href="#">Link 1</a>
Date publication	2019
Reffer to (per article):	
• CHIC :	Yes
- with link ?	Yes
• Marc Laperrouza :	N/A
- with link ?	N/A
• EPFL :	N/A
- with link ?	N/A
• Facebook page :	N/A
- with link ?	N/A
Remark	Just link to website

Analytics - referral statistics:	
Number of sessions	54
Period	January - april 19 pic
% of total sessions	0,29%
Total referral sessions	2153
% of REFERRAL sessions	2,5%
BEHAVIOUR:	
Page per sessions	1,31
Duration per sessions	00:01:31

Social Media			
Facebook page name	epfl+ecal lab		
Number of Likes	1210		
Frequency of posts	4-8 p.m		
Activity around CHIC:			
Post shared:	Repost of the CHIC post with the video "Lost in Construction"	Pictures in Shenzhen, during the trip	Pictures of the Kick-off weekend in Feb. 2018
Number of likes	8	9	6
Number of comments	0	0	0
Number of shares	1	2	0
Other			

## EPFL+ECAL Lab - GA Referral report

### Referral Traffic

ALL » SOURCE: epfl-ecal-lab.ch

Apr 1, 2017 - Apr 25, 2019

All Users  
0.29% Sessions

#### Explorer

Summary

Sessions

10

5

2018

2019

Referral Path	Acquisition			Behavior			Conversions		
	Sessions	% New Sessions	New Users	Bounce Rate	Pages / Session	Avg. Session Duration	Goal Conversion Rate	Goal Completions	Goal Value
	54 % of Total: 0.29% (18,743)	46.30% Avg for View: 55.68% (-16.85%)	25 % of Total: 0.24% (10,436)	0.00% Avg for View: 2.37% (-100.00%)	4.00 Avg for View: 5.10 (-21.52%)	00:01:31 Avg for View: 00:02:30 (-39.08%)	0.00% Avg for View: 0.00% (0.00%)	0 % of Total: 0.00% (0)	\$0.00 % of Total: 0.00% (\$0.00)
1. /education2019/	54 (100.00%)	46.30%	25 (100.00%)	0.00%	4.00	00:01:31	0.00%	0 (0.00%)	\$0.00 (0.00%)

## GRISTIFTUNG

Grstiftung	1
Reference type	Presentation of the program CHIC + objective of the sponsoring (develop the community platform)
Link article :	<a href="#">Link</a>
Date publication	2015-16
Referre to (per article):	
• CHIC :	Yes
- with link ?	Yes
• Marc Laperrouza :	Yes
- with link ?	Email
• EPFL :	Yes
- with link ?	No
• Facebook page :	N/A
- with link ?	N/A
Remark	

Analytics - referral statistics:	
Number of sessions	2
Period	11.09.17
	22.12.17
% of total sessions	0,01%
Total referral sessions	2153
% of Referral sessions	0,09%
BEHAVIOUR:	
Page per sessions	4
Duration per sessions	00:00:34

## Grstiftung - GA Referral report

### Channels

ALL » DEFAULT CHANNEL GROUPING: Referral » SOURCE: grstiftung.ch

Apr 1, 2017 - Apr 25, 2019

All Users  
0.01% Sessions

### Explorer

Summary



Referral Path	Acquisition			Behavior			Conversions		
	Sessions	% New Sessions	New Users	Bounce Rate	Pages / Session	Avg. Session Duration	Goal Conversion Rate	Goal Completions	Goal Value
	2 % of Total: 0.01% (18,750)	100.00% Avg for View: 55.69% (79.58%)	2 % of Total: 0.02% (10,441)	0.00% Avg for View: 2.37% (-100.00%)	4.00 Avg for View: 5.10 (-21.51%)	00:00:34 Avg for View: 00:02:30 (-77.30%)	0.00% Avg for View: 0.00% (0.00%)	0 % of Total: 0.00% (0)	\$0.00 % of Total: 0.00% (\$0.00)
1. /de/portfolio/projekte/alle/y_2015/GRS-046-15.html	2 (100.00%)	100.00%	2 (100.00%)	0.00%	4.00	00:00:34	0.00%	0 (0.00%)	\$0.00 (0.00%)

## SINOPTIC

Sinoptic	1	2	3	4	5
Title article	La HEIG-VD rejoint le China Hardware Innovation Camp	Science China Newsletter	4e Rencontre des alumni de Suisse romande	China Hardware Innovation Camp	Swissnex China – Lettre d'information
Link article :	<a href="#">Link 1</a>	<a href="#">Link 2</a>	<a href="#">Link 3</a>	<a href="#">Link 4</a>	<a href="#">Link 5</a>
Date publication	14.02.19	15.01.19	25.10.18	14.07.18	28.07.17
Article type/theme :	Annoucement that HEIG joined CHIC	Link and presentation of the new edition of "Science China Newsletter" referencing CHIC	Link to Swissnex Blog Post regarding the alumni meeting, with ML that presented CHIC	Links to CHIC website	Link to the Swissnex China newsletter, referencing CHIC
Referred to (per article):					
• CHIC :	Yes	Yes	Yes	Yes	Yes
- with link ?	No	Yes	No	Yes	Yes
• Marc Laperrouza :	No	No	Yes	No	No
- with link ?	No	No	No	No	No
• EPFL :	Yes	No	No	No	No
- with link ?	No	No	No	No	No
• Facebook page :	No	No	No	No	No
- with link ?	No	No	No	No	No
Remark					

Analytics statistic:	TOTAL
Number of sessions	3
Period	July 2017 July 2018
Percent of total session	0,02%
Total referral sessions	2153
% of REFERRAL sessions	0,14%
BEHAVIOUR:	
Page per sessions	2,67
Duration per sessions	00:00:01

\* No precise data concerning the article that brought the click on CHIC's website since it is from the sinoptic "actualités" page. But, looking at the date GA recorded the clicks, they came from the link 4 and 5.